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ABSTRACT

A general list of suggestions for effective library instruction and library instruction projects in a variety of disciplines are presented in this guide. Developed in a faculty and academic staff development seminar, the Library within the Curriculum Project, these projects illustrate diverse aproaches to library instruction with the common goal of including such instruction as an integral part of a course curriculum. Each project is presented in the form to be assigned to the student, and is followed by a short commentary on the assignment which describes aspects of the projects that were effective, those that were ineffective, and modifications necessary before the project is used again. Specific projects cover the following subject areas: academic skills in English and sociology, anthropology, communication and theater arts, economics, English (composition and literature), history, mathematics, music (therapy), philosophy and religious studies, physical education, political science, and psychology. Activities include book reviews, term projects, research papers, library assignments, and search projects. (LMM)

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PROJECTS DEVELOPED FOR
LIBRARY INSTRUCTION
WITHIN THE CURRICULUM

Compiled by:
Eugene A. Engeldinger, Coordinator
Barbara R. Stevens, Coordinator

A UW-Eau Claire
Faculty Development Seminar
1983

Funded by a UWEC Faculty and Curriculum Improvement Grant

ⓒ 1984 by Eugene A. Engeldinger and Barbara R. Stevens

TO THE READER:

This book contains the final versions of the library instruction projects developed by members of the UW-Eau Claire faculty and academic staff who participated in Library Instruction Within the Curriculum during the Summer and Fall Semester of 1983. Although these projects are from a number of disciplines within the Humanities, the Social Sciences and Education and illustrate the diversity of approach to library instruction, they all have as a common goal the inclusion of library instruction as an integral part of the course curriculum.

This basic premise that library instruction does not exist as an end in itself was repeatedly reinforced in presentations by two nationally known consultants, Evan Farber and Hannelore Rader. These two facilitators suggested several methods for integrated library instruction and warned of the pitfalls that might be encountered if an assignment was not carefully designed. The participants had the opportunity to use this information in the construction of practice assignments which were then completed and critiqued by other participants. The list of potential problems was developed by the group following this experience and served as a guide in the development of the final projects included in this book. Each project included is in the form assigned to the students and is followed by a short commentary on the assignment. These commentaries include both the things that worked and those that didn't, as well as things that need to be modified before the project is assigned again.

In using this book we urge the reader to keep in mind the fact that this is not intended to provide a "cook-book" approach to library instruction. Rather it is a sample of some ideas which have been tried. Successful course integrated library instruction requires that the instructor and librarian work together to design the most appropriate assignment for each course. We hope that these projects will inspire you to develop your own library instruction projects.

Eugene A. Engeldinger
Barbara R. Stevens

Co-Coordinators
Library Instruction Within the Curriculum
UW-Eau Claire

LIBRARY INSTRUCTION WITHIN THE CURRICULUM

June 7-9, August 19, and December 13, 1983

This faculty development seminar was funded by a UW-Eau Claire Faculty and Curriculum Improvement Grant.

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0 6

ABOUT THE FACILITATORS

Evan I. Farber

Mr. Farber has a national reputation in bibliographic instruction and is Head Librarian at Earlham College in Richmond, Indiana. His publications include: The Academic Library: Essays in Honor of Guy R. Lyle (1974), "Library Faculty Communication Techniques" in the Proceedings from the Southeastern Conference on Approaches to Bibliographic Instruction and numerous articles on library issues.

Hannelore B. Rader

Ms. Rader is Director of the Library at the University of Wisconsin-Parkside and has a national standing as a proponent of the value and importance of bibliographic instruction. Besides much experience in this area, she has published Faculty Involvement in Library Instruction (1975) and Library Instruction in the Seventies (1976). She has also published a number of articles on library topics in several professional library journals including Library Trends and Reference Service Review.

EFFECTIVE BIBLIOGRAPHIC INSTRUCTION

The following suggestions were developed by the participants in Library Instruction Within the Curriculum and evolved from a list prepared by John Kuppersmith for the National Conference on Teaching Excellence, May 24-27, 1983.

I. PITFALLS TO AVOID

1) THE MOB SCENE -- An entire class looking for one piece of information, using one source, or researching a single topic.

2) FILL IN THE BLANKS -- Students are unable to locate material because of incomplete or inaccurate references or citations.

3) SHOT IN THE DARK -- Instructors assigning materials that library does not own or assuming that a particular type of information is available.

4) GUESSING GAMES -- Students trying to locate assigned sources using citations containing non-standard abbreviations.

5) CLUE -- Instructors using meaningless terms such as "semi-scholarly" journals or jargon recognizable only to scholars within the discipline.

6) GARBAGE IN/GARBAGE OUT -- Instructors suggest inappropriate methods in the instructions such as "browse the journals...."

7) OUT OF FOCUS -- Students are assigned or allowed to select research topics which are vague, or far too global, or far too narrow.

8) SCAVENGER HUNT -- Students are to find the answers to obscure factual questions.

9) SCRAMBLE -- Students are not given an appropriate amount of time to complete the assignment.

10) OUT IN LEFT FIELD -- Students are given an exercise which has no logical relationship to the course.

II. HELPFUL HINTS

1) Give the students the location and call number of a source.

2) Explain the objectives of the assignment to the students.

3) Construct library instruction assignments so that students learn to develop appropriate research strategies.

4) Involve a librarian in the planning and/or presentation of the library instruction assignment.

5) Develop a library exercise that is directly applicable to the assignment or course work.

LIBRARY INSTRUCTION
PROJECTS AND CRITIQUES

ACADEMIC SKILLS--ENGLISH

LIBRARY ACTIVITIES TO ENHANCE STUDENT UNDERSTANDING OF NEVER CRY WOLF BY FARLEY MOWAT. (A REQUIRED READING IN CRITICAL READING ENGLISH 140 COURSE.)

Prepared by Patricia Stoffers

Pre-reading Activity - Biographical Information Search

1. Students will meet in the IMC classroom, second floor of new library, will bring the book, Never Cry Wolf, know the author's name (correct spelling), nationality, occupations and the definition of a biography.
2. A reference librarian will provide information concerning biographical sources, including the card catalogue, encyclopedias, indexes to biographical information, and dictionaries and directories.
3. Students will locate and photcopy one article from one source (indicate title of periodical and date of publication) and underscore the key stages, events, and/or achievements in Farley Mowat's life. (The reference librarian and I will be in the library to assist students during this time period.)
4. During next session students will group and discuss Farley Mowat's life. (Underscored article will be collected.)

Post-reading Activity - Book Review Search

1. Students will review the handouts and class notes regarding the analysis of author's purpose and technique.
2. Students will write a book review on Never Cry Wolf, commenting on the following: overall structure, content choices, expansion of topics, choice of evidence, use of reference, level of precision, sentence structure, word choice, relationship between writer and reader, sense of purpose provided by knowledge about author, and stated and accomplished purposes.
3. (This will be assigned after students have completed their reviews.) Students will meet in the library. A reference librarian will explain the procedure to follow when locating book reviews and various sources including Book Review Digest, book Review Index, Combined Retrospective Index to Book Reviews in Scholarly Journals, and Current Book Review Citations.
4. Each student will be provided with the name of a different book (author of book will have written an essay previously read by students in Critical Reading Course) and will locate the citation of one book review (the reference librarian and I will be in the library to assist students during this time period.)
5. Outside of class each student will locate one book review of Never Cry Wolf, photocopy, and underscore the key concepts.
6. During the next class session the student will compare/contrast the book review located in the library with his/her own considering items described in #2 above as well as other points made by reviewers with which the student agreed/disagreed.

EVALUATION OF PROJECT - Stoffers

What worked?

The reference librarian suggested that I submit names of authors and books students were familiar with due to past reading assignments. Using these for the book review search gave all students a supervised "hands-on" experience of locating the citation of the book review without the confusion which would have resulted if all students attempted to use the same material at the same time. This way we were assured all students knew the procedure before they headed out on their own to locate the actual review.

Possible changes

Attempt formal instruction in only one area - probably the book review and allow students to locate biographical information on their own. However, most students indicated that they became more comfortable after the second session. This seemed apparent as many asked for more assistance during the second session - during the first session the librarian and instructor had to approach students; some thought they already should know the information.

Emphasize "common" terminology such as citation, index, digest, Periodical Holding Arrangement List. A few students used Book Review Digest as the review itself, not as a source of reviews.

Students responses

Students indicated a preference for smaller groups (class sizes - 30 and 35), a desire for more library instruction for freshmen, problems with the equipment on the 2nd floor of the library. A few who were enrolled in LMED 100 felt it was a repeat.

Students indicated this instruction was effective in: reviewing LMED 100 material and applying it, locating biographical information and book reviews while people were available to help when problems ocurred; using the copy machines, locating the reference section of the library; and knowing where to get help for future library work. Students felt the handouts prepared by the reference librarian were very clear and will be useful in the future also.

Generally, students reacted very positively to this project: they felt it not only contributed to their understanding of Farley Mowat and Never Cry Wolf, but that it contributed to their ability to use several library tools. A change of attitude was evident in some students. As one freshman remarked, "This wasn't as bad as I though it would be!"

ACADEMIC SKILLS--SOCIOLOGY

15 Points Name ______________________________

Sociology 101 - Hisrich/Zabrowski

FINDING SOCIOLOGICAL AND BIOGRAPHICAL INFORMATION

Objectives: The objectives of this assignment are:

a. to give you an opportunity to work with and learn the location of the library reference materials, and

b. to give you an opportunity to familiarize yourself with the materials specifically in the area of the Social Sciences and Biography.

Procedures:

a. Read the Pathfinder Handout, "How to Find Biographical Information."

b. Pick two of the following sociologists and follow the procedure below for each one.

Sociologists

Herbert Spencer: 1820-1903
Auguste Conte: 1789-1857
Karl Marx: 1818-1883
Emile Durkheim: 1858-1917
Max Weber: 1864-1920
George Herbert Mead: 1864-1920
Talcott Parsons:
Robert Merton:
C. Wright Mills:
Erving Goffman:
Harold Garfinkel:
Charles H. Cooley:

1. Find two articles in the Reader's Guide to Periodical Literature about the sociologist (biographical) or his views (sociological) and write the citation. Explain all abbreviations. Note whether the library has each article and what form it is in.

2. From Sociological Abstracts, find two articles about the sociologist or his views and write the citation. Explain all abbreviations. Note whether the library has each article and what form it is in (microfilm, microfiche, etc.).

3. Find the sociologist in two other biographical sources in the UWEC Library. Give the citation or title, volume and page number of each source. Note if the article is biographical or sociological.

15

Name ______________________________

Sociologist ____________________________

	In Library?	Form?	Sociological or Biographical?
Reader's Guide Citations/Explanations			
1.			
2.			
Sociological Abstracts Citations/Explanations			
1.			
2.			
Biographical Sources Citations/Explanations			
1.			
2.			

Library Instruction Within the Curriculum

Karen Zabrowski
Sociology 101, Developmental Section

Prior to the assignment, the students were introduced to the Library Handbook and the pathfinder "How to Find Biographical Information." Each student was given the assignment "Finding Sociological and Biographical Information" and four worksheets; two for rough draft and two to hand in.

Richard Bell spent an hour with the class taking them through an exercise concentrating on using the Biography Index and Sociological Abstracts. They also used the Reader's Guide to Periodical Literature and some specialized encyclopedias. Mr. Bell gave them proper citation examples also. The students found Mr. Bell's introduction and exercise valuable and unaminously agreed that other students should be introduced to the library in the same way.

For the class assignment, I made myself available to assist students in the reference section of the library for approximately five hours. I thought the assignment would take about two hours to complete. It took most of the students much longer than that.

I had spent very little time introducing the Reader's Guide section of the assignment. I included it to give them a feeling of success, and assumed they would have learned how to use it in high school. About thirty percent of the students had trouble with it. The students found the most success in using the various indexes and specialized encyclopedias.

The majority of students experienced difficulty using the Periodical Holdings List, although it was discussed at length in class. It will have to be explained in more depth, perhaps with copies of a page in their hands.

Indicating whether the article was sociological or biographical from the information found in the indexes presented a problem to those students with poor critical reading skills. I will emphasize this more in the future also.

I need to concentrate less on the indexes and pathfinders, because the library staff does an excellent job of introducing them. The Periodical Holdings List, the Guide to Periodical Literature, and critical reading of titles and summaries need more attention.

This assignment was time-consuming to check, so I would decrease the number of sociologists to choose from, and provide a space for the call number of any books cited.

The students found this assignment somewhat frustrating, but recognized the value of learning to use the library. They did not view it as just another busywork assignment.

ANTHROPOLOGY
SOCIAL WORK

Anth 161 Minkus
Fall 1983-84

Book Review Assignment

1. Read one of the ethnographies on the attached list. The books will be on one-week reserve at the Reserve Library. The number of copies that the Library owns is indicated.

   Write a report including the following sections:

   A. Brief summary of the book, stating what you think is the thesis (main point) of the book and how the author develops that thesis.

   B. Field methods utilized

      Variety of methods used
      Length of stay
      Sample size
      Field language used--ethnographer's familiarity with native language, use of interpreters
      Use of statistical measures
      Descriptive research or problem-oriented
      Attention to individual variation
      Attention to social and cultural change

   C. Evaluation of the book, including your own reactions. Did you like the book? dislike it? Was it interesting? Is it written well? Do the author's conclusions appear to be supported by the data? Are observations and inferences drawn from them kept separate?

2. Locate four book reviews using the following bibliographic aids:

   Book Review Digest
   Book Review Index
   Combined Retrospective Index to Book Reviews in Scholarly Journals, 1886-1974
   Index, American Anthropologist

   The ideal distribution of reviews would be:

   2 from scholarly journals
     one should be from the American Anthropologist, if available

   1 from a "semi-scholarly" magazine e.g., Saturday Review, Nation, Natural History, Choice

   1 from a news magazine or newspaper e.g., New York Times Book Review, Christian Science Monitor

   Some of the books were not reviewed by this range of publications and so you will have to substitute another scholarly review for a newspaper review or the reverse.

Write a report comparing the coverage in the different publications to each other and to your own evaluation of the book. Give correct citations for each book review.

Mechanical guidelines:

a) Please type and double-space or else write very legibly in ink

b) Papers will be graded on grammatical correctness as well as content

c) Both parts of the assignment due: November 10, 1983

Anth 161 Minkus

Ethnographies

Africa

DT 434 .ET K45 1965	Kenyatta, Jomo 1965 Facing Mt. Kenya (originally published 1938) Comprehensive description of the Gikuyu of Kenya written by a member of the group who took his degree in anthropology in London and went on to become the first Prime Minister of Kenya.	5 copies
DT 650 .T8 1968	Turnbull, Colin 1961 The Forest People Beautifully written account of the Pygmies of Zaire.	7 copies
GN 654 .T87	Turnbull, Colin 1965 Wayward Servants Somewhat more technical account of Pygmy life.	
HN 800 .R6 P6	Powdermaker, Hortense 1962 Copper Town Well written study of social change in a mining community in Zambia. Interesting use of quotes from conversations and study of the media.	
DT 329 M3 F47	Fernea, Elizabeth 1976 A Street in Marrakesch Novelistic account by the wife of an anthropologist of her family's experience in Marrakesch and her gradual entry into the woman's society.	
DT 510 .43 .A53 066 1981	Oppong, Christine 1981 Middle Class African Marriage	
DT 510 .42 066 1974	1974 Marriage Among a Matrilineal Elite Study (published twice) of the marriages of Ghanaian civil servants and the conflicts caused by modern urban conditions.	

Asia

DS 721 .H69	Hsu, Francis 1948 Under the Ancestor's Shadow Study of a Chinese village by one of its natives, with particular emphasis on religion and personality.	2 copies

HN 680
.T3 Y3

Yang, Martin
1945 A Chinese Village

Well-written study of a Chinese village by one of its members.

DS 421
.C29
1961

Carstairs, Morris
1961 The Twice-Born

Study of the upper castes in a Hindu village by a psychiatrist who spent his childhood in the area.

atin America

2546
.E7 B75

Wagley, Charles
1964 Amazon Town (originally published in 1953)

Study of a small town in Brazil focusing on problems of underdevelopment.

Europe

P 402
.A33 P5
1971

Pitt-Rivers, J. A.
1954 The People of the Sierra

Account of a rural township in Andalusia, Spain with good section on the values of males and females.

DX 115
.Y6 1967

Yoors, Jan
1967 The Gypsies

Well-written account of the Gypsies by a man who ran away from home at 12 to roam with them throughout Europe for ten years.

orth America

E99
.E7 F7
196

Freuchen, Peter — 3 copies
1961 Book of the Eskimo

Lively description of Eskimo life by a Dane who married an Eskimo woman, operated the first trading post among the Polar Eskimo, and lived and hunted with the Eskimo for many years.

E99
.E7 B75

Briggs, Jean
1970 Never in Anger

Study of a small Eskimo community in Canada by an anthropologist who was an "adopted daughter". Particular emphasis on child rearing and personality.

E99
.N3 K54
1962

Kluckhohn, Clyde and Dorothea Leighton — 5 copies
1962 The Navaho (originally published 1946)

Comprehensive description of Navaho culture. Good coverage of philosophy

Anth 161 Minkus
Fall 1983-84

Research Proposal Assignment

You are writing a research proposal to do a study of the society described in the ethnography you read. You will be focusing on a particular aspect of the culture. In preparation, you will need to find out what additional research has been conducted.

Locate three scholarly articles using the following bibliographic aids:

Abstracts in Anthropology
Social Sciences and Humanities Index
Social Sciences Index
Essays and General Literature Index

Try to find articles that discuss the topic you are going to investigate.

A. Write an annotated bibliography of the three articles including complete citations in proper form. Summarize the main points of each article briefly and compare the article with the ethnography (does it agree with the coverage in the book, disagree, expand the coverage in the book, deal with a topic not included in the book?)

B. Write a brief (one-page) research proposal describing the topic you will investigate and the field methods you will use. Demonstrate that you are aware of previous research on the topic.

Please type and double space or write very legibly in ink.

Papers will be graded on grammatical correctness as well as content.

Assignment due: December 1, 1983

Evaluation of Library Project

Helaine K. Minkus

Students initially found the assignment intimidating. Considerable time was spent in class and with individual students explaining the different parts of the assignment. Once they began working on it, however, they seemed to enjoy reading the ethnographies. Most of the book reviews were enthusiastic about the books and the experience of reading them. Reading the published book reviews helped make the books more comprehensible. Some students were able to appreciate the differences among the various reviews and some objected strongly to what they perceived as shallow or sarcastic treatments of "their" book. I do not yet have students' responses to a questionnaire evaluating the assignment but a number have told me that they value the opportunity to learn to use the various indices and can see the relevance of this knowledge for future classes.

Only the first half of the assignment has been submitted and graded (the review of the ethnography and comparison of book reviews). I was very pleased by the papers. On the whole, they were well-written and showed considerable effort on the students' part. Students were able to gain a holistic understanding of an entire society and to develop some stake in that society by choosing it for their project and devoting the time to read the book, to locate book reviews and scholarly articles and to develop a research proposal. They needed to exercise critical judgment to evaluate the author's field methods and writing style. The process is a much more active and creative one than the usual essay which calls for restatement of material already presented in class. One of the real advantages for me was that each paper was quite different, which made grading far more enjoyable than grading a set of similar essays. I like the idea that students learned to use bibliographic aids and learned that there are scholarly journals.

If I assign the project again, which I expect I will, a principal change will be to increase the number of books on the list. Obtaining a book from the library and being able to keep it out long enough to get it read presented serious problems. Some students ran into the aggravation of locating a book review and then finding that it had been excised. Duplicating the reviews would solve this problem and save student time but would not provide training in using the indices and finding the journals. The instructions for the book review need to be clearer; the requirement of a summary statement was not explicit enough considering the diverse formats of the books used. The instructions for comparison of the book reviews should also provide more direction regarding how the reviews should be compared. Having students search for more recent scholarly literature on their society still seems to me a good idea but raises practical problems of locating articles in books and journals that the library owns. I will decide whether to keep this part of the assignment after I grade this year's set and read student evaluations.

Anthropology 380
Fall, 1983

P.Stuart
H. Minkus

TERM PROJECT

Completion of this project will count for 50% of the grade in Anthropology 380. The project is in several parts, culminating in a term paper. Parts of the project are due at different points in time during the semester. Late papers are not encouraged and submitting a paper late will result in reduction of the grade for that part of the project by one-half. All parts of the project must be completed in order to receive a passing grade in the course.

All work should be typed, citations should be provided in proper form, and direct quotations should be enclosed in quotation marks or single-spaced and indented. Plagiarism, presenting someone else's words as your own, will result in failure in the course.

The term project is in four parts. The contribution of each part of the course grade is given in parentheses.

1. Prospectus (5%)	DUE WEDNESDAY, SEPTEMBER 21
2. Annotated Bibliography (10%)	DUE WEDNESDAY, OCTOBER 12
3. Tribal Profile (15%)	DUE WEDNESDAY, NOVEMBER 2
4. Term Paper (20%)	DUE WEDNESDAY, DECEMBER 7

Detailed assignments for the four parts of the project are given below. Consultation with either or both of the instructors is encouraged.

1. Prospectus. Describe, in one or two pages, a policy issue or problem affecting American Indians in the twentieth century. The policy issue or problem should be one which affects or affected significant numbers of people and which poses choices for policy-makers, tribal and governmental. Explain why your issue or problem is important, and outline the dilemmas for tribes, governments, and others presented by the issue or problem. Indicate by name at least one American Indian tribe which has had experience with or has been affected by the problem.

2. Annotated Bibliography. Using *each* of the following sources, construct a bibliography of at *least ten* items (one or more items from each source) pertaining to the problem or issue you have selected. Include some references pertaining to the tribe you have selected. (See "Resources for Term Project" for descriptions of sources.)

   (1) The card catalog or one of the guides listed in #1, "Resources for Term Project," for book-length studies of the problem or issue.

(2) One of the guides listed in #1, for journal articles about the problem or issue.

(3) Kappler's Indian Affairs, vol. 2, for the most recent treaty, if any, between the United States and the tribe you have selected.

(4) Kappler's Indian Affairs, vols. 3-7, for laws concerning the problem or issue.

(5) One of the ethnographic bibliographies listed in #3, for ethnographic information about the tribe you have selected.

For each item selected, write a brief, one-paragraph annotation, describing the item, explaining why it is relevant for your project, and indicating what use you plan to make of it. The items should be cited in correct bibliographical form, and listed with their annotations in alphabetical order.

3. Tribal Profile. In a short paper (maximum length: ten pages), describe the tribe you have selected, its history, population, culture, and other factors relevant to the issue or problem described in the prospectus. In addition to the items in your bibliography, consult a relevant entry in Federal and State Indian Reservations and Trust Areas (1974), listed in #4,"Resources for Term Project."

4. Term Paper. Describe the issue or problem, its antecedents, and the programs available for its solution in a term paper of ten to fifteen pages or more in length. Include a discussion of the manifestation of the problem on the reservation level, using the Indian group described in #3 above, a discussion of federal programs available for the solution of the problem (or exacerbating the problem), and an explanation of the problem's persistence. Use the resources listed in #5 as appropriate.

Anthropology 380
Fall, 1983

P. Stuart
H. Minkus

RESOURCES FOR TERM PROJECT

1. Bibliographies and Abstracts

a. General Guides (shelved in Reference Department, first level, McIntyre Library):

Ref/Index Table 4A	*America: History and Life.* Annual. Abstracts of journal articles and books on American life and contemporary problems; each year Part D, the annual index, is bound separately. A five-year index (vols. 1-5) is available. See also Smith, below (1b).
Ref/Z/1236/F7	Frank Freidel, ed., *Harvard Guide to American History*, (revised ed., 2 vol., 1974). See Sec. 20.11, "Indians," Vol. 1, pp. 459-470. Lists books on American history, a few journal articles, and specialized bibliographies.
Ref/E/76.2/R4/1978	Barry Klein, ed., *Reference Encyclopedia of the American Indian* (3rd ed., 2 vols., 1978). Includes an extensive bibliography.

b. Specialized Guides. (On reserve, Reserve Room, McIntyre Library):

Z/1209/B78	H. David Brumble II, *An Annotated Bibliography of American Indian and Eskimo Autobiographies* (1981). Includes a tribal index.
Z/1209/544 Z/1209/.2/.N67/I52	Dwight L. Smith, ed. *Indians of the United States and Canada: A Bibliography* (1974). Abstracts from the periodicals data base of the American Bibliographical Center, publishers of *America: History and Life* (See above, 1.a.).

Z/1209/.2/.U5/P67	Francis Paul Prucha, *A Bibliographical Guide to the History of Indian-White Relationsin the United States* (1977). Entries in Chapter 16 are organized by geographical regions and by tribes. An index of names and subjects is provided.
Z/1209/.2/.U5/P67/Suppl.	Francis Paul Prucha, *Indian-White Relations in the United States: A Bibliography of Works Published 1975-1980* (1982). A supplement to the author's *Bibliographical Guide*, above.

2. *Laws, Treaties, and Federal Regulations*, (In Government Documents Department, lower level, McIntyre Library):

Govt Docs/Y4. In 2/2: L44/v. 1-5	Charles J. Kappler, comp., *Indian Affairs: Laws and Treaties.* A collection of laws and treaties affecting Indian people compiled from the United States *Statutes at Large*. Each volume includes a tribal index. Vol. 1: *Laws* (to 1902) Vol. 2: *Treaties* Vol. 3: *Laws* (to 1913) Vol. 4: *Laws* (to 1927) Vol. 5: *Laws* (to 1935)
Govt Docs/I2. 107: v.6-7	Kappler's *Indian Affairs*, vol. 6 & 7. (Laws, to 1971). A continuation of Kappler. Includes a tribal index.
Govt Docs/GS4.108: (Vol./no.)	*Code of Federal Regulationss* (CFR). Regulations promulgated by the executive branch to describe how the laws of the United States will be implemented. Title 25 includes regulations concerning the Bureau of Indian Affairs.
Govt Docs/GS4.111: (vol)	*U. S. Statutes at Large* (1949-present), and

Govt Docs/S 7.9: (vol.)	*U. S. Statutes at Large* (1789-1949). The authoritative source for laws and treaties of the United States. Printed in order of approval.
Govt Docs/Y 1.2/5:976.	*U. S. Code* (USC). (1976 Edition) The official codification of federal laws, updated to 1982 by supplements. Title 25-Indians includes most Indian law.

3. *Ethnographic Bibliographies*. (Shelved in Government Documents Department, Lower level, McIntyre Library; Reference Department, ground level; and Periodicals, second level, as indicated:)

Periodicals	*Abstracts in Anthropology*. Quarterly, Abstracts of current journal articles in anthropology. Each issue has a subject index.
Govt Docs/On cart near desk	Human Relations Area Files (HRAF), *Source Bibliography* (updated periodically). Lists ethnographic material published in the Human Relations Area Files, a microform publication. Some of the HRAF collection is available in microform in the Government Documents Department (consult a librarian to use). Some is available in hard copy in the regular collection. Items available in neither microform nor hard copy are available through inter-library loan. The bibliography is organized by tribe or culture group and is indexed.
Govt Docs/SI 2.1: Index	Bureau of American Ethnology, Smithsonian Institution, *General Index to the Annual Reports of the Bureau of American Ethnology, vols. 1-48* (1879-1931). The BAE sponsored and published much anthropological research. This index provides access to the reports of investigations published in the BAE's *Annual Reports*, most of which are held by

the library and shelved under SI 2.1: (date).
4

REF/Index Table 5A	*Essay and General Literature Index*. Annual. Lists essays and articles appearing in books.
Govt Docs/SI 2.3:200	*List of Publications of the Bureau of American Ethnology*. More complete than the *General Index to the Annual Reports*, this finding aid lists the 199 *Bulletins* of the BAE, shelved under SI 2.3: (number), as well as the *Annual Reports* and other publications.
REF/Index Table 4A	*Social Sciences Index*, formerly *Social Sciences and Humanities Index*. Quarterly, with annual compilations. Lists essays appearing in English language social science periodicals.

4. *Descriptions of Indian Reservations*. See Klein, *Reference Encyclopedia of the American Indian*, above (1.a) and, in Government Documents Department:

Govt Docs/C1.8/3:In2	U. S. Department of Commerce, *Federal and State Indian Reservations and Indian Trust Areas* (1974). For each reservation, provides demographic, employment, historical, and cultural data.

5. *Listings and Evaluations of Federal Indian Programs*. In Government Documents Department, unless starred (*), on reserve, Reserve Room.

Govt Docs/Y4.In2/11:As7	Richard S. Jones, *Federal Programs of Assistance to American Indians* (June 1981). A listing of federal assistance programs available to tribes and individuals. Indexed.
Govt Docs/Y4.In2/11:F31	Richard S. Jones, *Federal Programs of Assistance to American Indians* (December 1982). A revision of the author's 1981 guide. Indexed.

*E/93/B873/1971

Lewis Meriam and others, The Problem of Indian Administration (1928). Often referred to as "The Meriam Report." A comprehensive evaluation of Indian Affairs on the eve of the depression.

Provided the agenda for Indian programs of the Hoover and Roosevelt administrations.

Govt Docs/Y4.In2/10:Al 1-Url

Reports of the American Indian Policy Review Commission (1977-78). The most comprehensive evaluation of federal Indian programs since the Meriam Report of 1928.

Govt Docs/Y4.In2/11: Am 3/v.1-v.6

Meetings of the American Indian Policy Review Commission (1976-77). Transcripts of meetings of the commission.

Anthropology 380 Fall 1983

EVALUATION OF BIBLIOGRAPHIC INSTRUCTION ASSIGNMENT

This assignment was not successful, for several reasons. The most important was that it was intimidating, in part because it requires a great deal of work and in part because the entire set of related assignments for the term was presented to students at the beginning. Some students did the parts and handed them in on time, others turned in all parts at the end of the semester, while others withdrew. Another problem had to do with the separation of the assignment and the annotated bibliography of resources for the assignment. This was more confusing than otherwise to some of the students. It is likely, in addition, that inadequate time was spent in explaining the assignment. In particular, even though this is a 300-level course, a library tour would have helped some students.

When I offer the course again, I will probably use a bibliographic assignment. However, I may reduce the demands and I will certainly reduce the complexity of this assignment. Specifically, I will prepare separate assignment sheets for the different parts of the assignment and include the library resources to be used on the assignment sheet. I will give students an overall view of all parts of the assignment in the course outline.

I will either discard or beef up the "prospectus" assignment. Students were required to do no library investigation prior to writing the prospectus. As a consequence, the focus of several papers had to be changed in mid-semester, when it became apparent that inadequate library resources were available to support the project.

Paul Stuart
12/7/83

sg

COMMUNICATION AND THEATER ARTS

#1

Research topics and techniques for CTA 342 (Adapted from Charles F. Altman's "Toward a Historiography of American Film," Cinema Journal, Vol. XVI, No. 2, (Spring 1977).

Since the late 60s, the literature on the nature and history of film and television has more than doubled. Major new books now appear once a month, rather than once a year as they did in the 50s. For the film/tv scholar this situation is both exciting and dangerous. Exciting because new facts and analyses are constantly being offered: forgotten films/programs are rediscovered, documents are sifted and published, novel hypotheses are being extended and explored. Such an abundance of new material also presents a danger, however, for it appears at so fast a pace that we have difficulty assimilating it all.

Faced with this overabundance of material we must constantly make choices-in our courses, in our writing, and in our viewing habits. What we often forget is that each one of these choices is laden with implications of far-reaching importance. Whatever decision we make, we have simultaneously decided against many other alternatives, thus implicitly choosing one mode of study/explanation over others.

What are the modes of explanation commonly employed in dealing with film/tv? Just what facts do we bring to bear on the study of these media? How are these facts to be used? As basic as these questions seem, they have not often been asked publicly by film/tv scholars. In addition, the study of these media has shifted from a who, what, where, and when approach to the how and why; from establishing facts to explaining those facts. Further, film/tv scholarship has broken down into separate schools, each having its own object and methodology, each depending on different hypothesis about the fundamental determinants of production, distribution and exhibition.

Before deliniating the various approaches to the study of film/tv, it is important to consider a fundamental problem in the study of any subject, that of periodization. How do we decide to order our study according to time spans? Certainly an idea, a film, or a tv production had its inception at some point. A director began a career sometime. A type of program or film was first seen in a certain year. There is likely to be little agreement on any of these questions. It is a problem inherent in this sort of study. Thus, for the sake of convenience, I shall order the periods as follows.

	Film		TV
to 1905	archeology		
1905-14	silent short		
1915-27	silent feature		
1927-34	coming of sound	1920-48	archeology
1934-41	Hollywood's golden age	1948-65	growth/golden years
1941-48	the war and its effects	1965-	maturity
1948-55	Hollywood beleaguered		
1955-62	blockbuster years		
1963-	new Hollywood		

The following information is intended to provide you with basic materials relevant to the study of film/tv. This is not intended as a comprehensive list of works, rather as a starting point for each of the main aspects of media study. For convenience I have suggested major topic headings (Production, Distribution) and sub categories (technology, technique, social, sociological, etc.)

Production

The most basic distinction separates those approaches which concentrate on the production of the media from those which stress the distribution of that image. In one case we are dealing with the determinants of the image, in the other with its destiny. The following are ten approaches primarily concerned with production.

1. technology:

Film;

Ceram, C. K. (Kurt Marek). Archeology of the Cinema. New York: Harcourt, Brace and World, 1965.

Dickinson, Thorold. A Discovery of Cinema. London: Oxford University Press, 1967.

Fielding, Raymond. A Technological History of Motion Pictures and Television. Berkeley: University of California Press, 1967.

Hendricks, Gordon. Origins of the American Film. New York: Arno Press, 1971.

Macgowan, Kenneth. Behind the Screen. New York: Delecorte Press, 1965.

Ramsaye, Terry. A Million and One Nights. New York: Simon and Schuster, 1926.

TV;

Abramson, Albert. "A Short History of Television Recording," Journal of the SMPTE, 64 (February, 1955): 72-76 and 82.

Barnouw, Erik. Tube of Plenty; The Development of American Televison. New York: Oxford University Press, 1975.

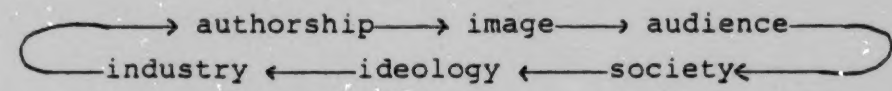
Dinsdale, A.A. First Principles of Television. New York: Wiley, 1932.

Everson, George. The Story of Television: The Life of Philo T. Farnsworth. New York: Norton, 1949.

Greenfield, Jeff. Television: The First Fifty Years. New York: Abrams, 1977.

Shiers, George, ed. Technical Development of Television. New York: Arno Press, 1977.

Discussions of technology most often follow particular models. The most common one for film/tv study is as follows.



As this model makes clear, any given creative intention can properly be seen not only as a source of the image, but also as a complex metwork of relationships which involves the audience, society as a whole, the industry, and the ideology which they reflect.

2. technique:

Film;

Eisenstein, Sergei. Film Form. Trans. and ed. Jay Leyda. New York: Harcourt, Brace and World, 1949.

Fell, John. Film and The Narrative Tradition. Norman: University of Oklahoma Press, 1974.

Pratt, George C. Spellbound in Darkness. Greenwich, Conn.: New York Graphic Society, 1973.

TV;

Cantor, Muriel G. The Hollywood TV Producer: His Work and His Audience. New York: Basic Books, 1972.

______________. Prime-Time Television: Content and Control. Beverly Hills, CA.: Sage Publications, 1980.

Gerrold, David. The World of Star Trek. NewYork: Ballantine, 1973.

Levinson, Richard and Link, William. Stay Tuned: An Inside Look at the Making of Prime-Time Television. New York: St. Martin's Press, 1981.

The basic conceptual model for studies in the technique of film/tv can be suggested as follows:

conception → problem → technique → image

3. personality:

Film;

Anger, Kenneth. Hollywood Babylon. New York: Delta, 1975.
Brownlow, Kevin. The Parade's Gone By. New York: Knopf, 1968.
Morin. Edgar. Les Stars. Paris: Seuil, 1972.
Wagenknecht, Edward. The Movies in the Age of Innocence. Norman: University of Oklahoma Press, 1962.

TV;

Adler, Richard P. ed. All in the Family: A Critical Appraisal. New York: Praeger, 1979.
Allen, Steve. The Funny Men. New York: Simon and Schuster, 1956.
Brooks, Tim and Marsh, Earle. The Complete Directory to Prime-Time Television Shows, 1946-Present. New York: Ballantine, 1979.
Greenberg, Bradley S. Life on Television: Content Analysis of U.S. TV Drama. Norwood, N.J.: Ablex, 1980.
Tannenbaum, Percy H. ed. The Entertainment Functions of Television. Hillside, N.J.: Lawrence Earlbaum Assoc., 1980.

To the above list could be added the countless biographies of stars plus all thos books entitled The Films of XXX. This approach is fraught with difficulties for "star gazing" can easily relagate a serious study to the realm of cult personality assessment. Care must be taken when approaching the study of these media through this method.

4. film/tv and the other arts:

Film;

Bazin, André. What is Cinema. Trans. and ed. Hugh Gray. Berkeley: University of California Press, 1967.
Bluestone, Feorge. Novels into Film. Berkeley: University of California Press, 1968.
Fell, John. Film and The Narrative Tradition. Norman: University of Oklahoma Press, 1974.
Lindsay, Vachel. The Art of the Moving Picture. New York: Liveright, 1970.
Nicoll, Allardyce. Film and Theatre. New York: Crowell, 1936.

TV;

Youngblood, Gene. Expanded Cinema. New York: Dutton, 1970.
Zettl, Herbert. Sight, Sound and Motion. Belmont, CA.: Wadsworth, 1973.

Although the traditional model in this area suggests other arts ——> image, it is vital to realize that film/tv also make substantial contributions to those arts. Thus, the model is actually a reciprocal one

other arts <——> image

5. chronicle:

Film;

Casty, Alan. Development of the Film: An Interpretive History. New York: Harcourt Brace Jovanovich, 1973.
Higham, Charles. The Art of the American Film:1900-1971. Garden City, N.Y.: Doubleday, 1973.
Mast, Gerald. A Short History of the Movies. New York: Bobbs-Merrill, 1976 (2nd. ed.).

TV;

Harris, Jay. TV Guide: The First 25 Years. New York: Simon and Schuster, 1978.
Shulman, Arthur, and Youman, Roger. How Sweet it Was: Television-A Pictorial Commentary. New York: Shorecrest, 1966.

As a general rule, the chronicle approach tends to be restricted to general histories and to picture-books which provide short essays onm the "classic" films. Historians writing such works tend to want to reaffirm a given canon of "major" works and to combine history with examples of specific recognizable productions. The major difficulty here is that--like its literary model--one studies only "peak" works--the masterpieces. This difficulty is compounded when one realizes that those "masterpieces" were choosen through some critical/analytical process with which the historian seldom comes to grip. Thus we are left with the simple logic of post hoc ergo propter hoc. At best an unsatisfactory model.

6. social:

Film;

Bergman, Andrew. We're in the Money: Depression America and its Films. New York: New York University Press, 1971
Deming, Barbara. Running Away from Myself. New York Grossman, 1969.
Jacobs, Lewis. The Rise of the American Film. New York: Teacher's College Press, 1968.
White, David M. and Averson, Rishcrd. The Celluloid Weapon: Social Comment in the American Film. Boston: Beacon, 1972.

TV;

Adler, Richard, ed. Understanding Television: Essays on Television as a Social and Cultural Force. New York: Praeger,1981.
Newcomb, Horace ed.Television: The Critical View. New York: Oxford University Press, 1982.

It is vital to distinguish here that we are talking about the effect of society on film/tv. Presently most studies in this area which report on television are to be found in the many journals and other scholarly works (see bibliography handout).

Still, in the case of either medium, the model is a simple one:

society ⟶ image

There are two fundamental problems when writing social histories. First, we must make sure that the society/image relationship is significant and primary, rather than just a reflection of some other more general phenomenon. Second, relates to periodization. Care must be taken in specifying periods. The history of television is so short overall, and the rapid development of technology (now turning over almost every six months) combine to make deliniation of periods a most difficult task.

7. studio:

Film;

Balio, Tino. *United Artists: The Company Built by the Stars*. Madison: University of Wisconsin Press, 1976.
Baxter, John. *Hollywood in the Thirties*. New York: Barnes, 1968.
French, Philip. *The Movie Moguls*. Baltimore: Penguin, 1971.
Higham, Charles. *Warner Brothers*. New York: Scribners, 1975.

TV;

Baer, Walter S. et al. *Concentration of Mass Media Ownership: Assessing the State of Current Knowledge*. Rand Corporation, Santa Monica, CA. 1974.
Bunce, Richard. *Television in the Corporate Interest*. New York: Praeger, 1976.
Cherington, Paul W. et al. *Television Station Ownership: A Case Study of Federal Agency Regulation*. New York: Hastings House, 1971.
Compaine, Benjamin M., ed. *Who Owns the Media? Concentration of Ownership in the Mass Communications Industry*. New York: Crown, 1979.
FTC. *Proceedings of the Symposium on Media Concentration*. (2 vols.) Washington, D.C.: Government Printing Office, 1979.
Seiden, Martin H. *Who Controls the Media? Popular Myths and Economic Realities*. New York: Basic Books, 1974.

There are two models at work in researching this area. The first type involves a great deal of archive work, as well as interviews with administrative officers. Its basic assumption seems to be the following:

studio/network money decisions ⟶ image

A second approach concentrates on interaction among the actors, the director, and the crew (in some cases the producer). This model assumes the following relationship:

Studio/network aesthetic decisions ——> image

Each is in its own way incomplete. In the former, it is relatively impossible to sift through all of the available documents relating to the business decisions of a company concerning any one product(film/production). In the latter much of the work must be accomplished through interviews--which are in and of themselves somewhat suspect as they relate to WHY decisions were made. In either case, the models and the methods can only begin to satisfy scholarly curiosity.

8. auteur:

Film;

Sarris, Andrew. The American Cinema: Directors and Directions.

As fraught with difficulties as this study is for film, it is even moreso for television. Presently there has yet to be developed an auteur approach to the study of television. Whereas there are many books on the films of various directors, there are no books on the productions of XXX. One may find snatches of information about tv directors who went on to work in films (e.g. Arthur Penn). Still, as it now stands, to study auteurism in television production will be to break new ground.

9. genre:

Film;

Kaminsky, Stuart. American Film Genres: Approaches to Critical Theory of Popular Film. Dayton, Ohio: Pflaum, 1974.

Solomon, Stanley. Beyond Formula: American Film Genres. New York: Harcourt Brace Jovanovice, 1976.

TV;

See TV; in #6 above--Adler/Newcomb.

Thus far we have considered approaches which look at something outside of the media product itself. The generic approach assumes a model which suggests:

film ——> image

That is, the shape of the film/production is not determined by the director, producer or studio, but rather by previous films/productions. Previous productions have such a strong influence on the producers/directors that they tend, knowingly or not, to replicate previous efforts with little variation. Caution must be taken when approaching media from this direction for the various definitions and permutations of genre can lead the scholar into areas of great confusion.

10. ritual:

Film;

Alloway, Lawrence. Violent America: The Movies 1946-1964. New York: Museum of Modern Art, 1964.
Braudy, Leo. The World in a Frame: What We See in Films. Garden City, N.Y.: Anchor, 1976.
Cawelti, John. The Six-Gun Mystique. Bowling Green: Bowling Green Popular Press, 1971.
Wood, Michael. America in the Movies. New York: Delta, 1975.

TV;

Boorstin, Daniel J. The Image: A Guide to Pseudoevents in America. New York: Harper and Row, 1964.
Cater, Douglass and Strickland, Stephen. TV Violence and the Child: The Evolution and Fate of the Surgeon General's Report. New York: Russell Sage, 1975.
Eyesenck, H.J. and Nias, N.B. Sex, Violence and the Media. New York: Harper and Row, 1978.
Klapper, Joseph T. The Effects of Mass Communication. New York: Free Press, 1960.
Schramm, Wilbur and Roberts, D.F. eds. The Process and Effects of Mass Communication. Urbana: U. of Illinois Press, 1971.

The ritual approach is an important alternative to the social and generic approaches. The normal social/sociological model if production/distribution is

society → image → audience behavior

The ritual model reads

society → audience → image

That is, the audience, conditioned by the society of which it is a part, is the ultimate source of the image. By its response to different types of films/programs the audience in the long run dictates the nature and content of the programs/films it wants to see.

Perhaps the most serious problem of ritual history is its tendency to encourage abuse. That is, we may try to make or even force sense out of something when that sense/unity is not really there. We may creat our own unity and form our own meanings without specific proofs.

Distribution

The complexities involving distribution (especially in films) are enormous. Further, most scholars care to include information on aesthetics with their discussions of legal, physical, and financial details of distribution, thereby confusing the issues. For our purposes there are two major categories to consider in the distribution realm. pre-production (those problems which arise between the time the image is constituted and actual audience viewing (legal and industrial)), and post-audience (that is, considerations regarding the effect rther than the preparation of the products (sociological approaches)).

11. legal:

Film;

Carmen, Ira. Movies, Censorship and the Law. Ann Arbor: University of Michigan Press, 1966.

Conant, Michael. Antitrust in the Motion Picture Industry. Berkeley: University of California Press, 1960

Randall, Richard S. Censorship of the Movies. Madison: University of Wisconsin Press, 1968.

TV;

Cullen, Maurice R. Mass Media and the First Amendment: An Introduction to the Issues, Problems, and Practices. Dubuque: Wm. C. Brown, 1981.

Lawhorne, Clifton O. Defamation and Public Officials: The Evolving Law of Libel. Carbondale: Southern Illinois University Press, 1971.

Privacy Protection Study Commission. Personal Privacy in an Information Society. Washington, D.C.: Government Printing Office, 1977.

VanGerpen, Maurice. Privileged Communication and the Press. The Citizen's Right to Know Versus the Law's Right to Confidential News Source Evidence. Westport: Greenwood Press, 1979.

This legal approach almost exclusively relates to actions concerning the media but taken outside of the industry itself. Granted there are internal industry censorship actions. However, such information is most difficult to come by. The difficulty with this category is that it is tempting to consider the lawmaker or the censor the absolute figure, uncontrolled or unconditioned by the society or other influences. Caution must be taken to set the decision makers within a specific historical/sociaological context.

12. industrial:

Film;

Balio, Tino, ed. The American Film Industry. Madison: University of Wisconsin Press, 1976.
__________, United Artists: The Company Built by the Stars. Madison: University of Wisconsin Press, 1975.
Hampton, Benjamin B. History of the American Film Industry from its Beginnings to 1931. New York: Dover, 1970.
Handel, Leo. Hollywood Looks at its Audience. Urbana: University of Illinois Press, 1950.

TV;

Bedell, Sally. Up the Tube: Prime-Time TV and the Silverman Years. New York: Viking, 1981.
Campbell, Robert. The Golden Years of Broadcasting: A Celebration of the First Fifty Years of Radio and Television on NBC. New York: Scribners, 1976.
Cox, Kenneth. Television Network Practices. Report for Senate Committee on Interstate and Foreign Commerce, Television Inquiry. 85th Congress, 1st Session. Washington, D.C.: Gogernment Printing Office, 1957.
FCC (Network Inquiry Special Staff). New Televsion Networks: Entry, Jurisdiction,Ownership and Regulation. Final Report, Vol. 1. Background Reports, Vol. 2. Washington, D.C.: Government Printing Office, 1980.
Hess, Gary Newton. An Historical Study of the Dumont Television Network. New York: Arno Press, 1979.
Metz, Robert. CBS: Reflections in a Bloodshot Eye. Chicago: Playboy Press, 1975.
Paley, William S. As It Happened: A Memoir. Garden City, N.Y.: Doubleday, 1979.
Quinlan, Sterling. Inside ABC: American Broadcasting Company's Rise to Power: New York: Hastings House, 1979.

In the above context, industry refers to all the distribution aspects of the industry which are internally controlled: audience research, publicity, programming, financial documentation, etc. The model runs

image ⟶ distribution network ⟶ audience(⟶ money)

13. sociological:

Film;

Jowett, Garth. Film: The Democratic Art. Boston: Little Brown, 1976.

Sklar, Robert. Movie-Made America: A Social History of the American Movies. New York: RAndom House, 1975.

Tudor, Andrew. Image and Influence: Studies in the Sociology of Film. New York: St. Martin's, 1975.

TV;

Blumler, Jay and Katz, Elihu. The Uses of Mass Communications: Current Perspectives on Gratification. Beverly Hills: Sage, 1975.

Blake, Reed H. and Haroldson, Edwin O. A Taxonomy of Concepts in Communication. New York: Hastings House, 1975.

Clarke, Peter, ed. New Models for Mass Communication Research. Beverly Hills: Sage, 1975.

McLuhan, Marshall. Understanding Media: The Extensions of Man. New York: McGraw-Hill, 1964.

Theall, Donald F. The Medium is the Rear-View Mirror: Understading McLuhan. Montreal: McGill-Queen's U. Press, 1971.

This approach reflects the media's effect on society (as contra social where we considered society's effect on the media). The model is

image → audience → social behavior

Implicit in this formula is the notion that the media, as group entertainment forms, change not only individual lives but also the goals according to which those lives are lived and the standards according to which they are judged. No other approach so openly proclaims the importance of the media in shaping 20th century USA.

In addition to the above formulae and related reading materials, it should be noted that many books themselves have substantial bibliographies which may help you in your research. As examples I would cite Zettl, Herbert. Television Production, and Head, Sydney. Broadcasting in America. The former relates an excellent annotated bibliography of materials concerning production. The latter provided an extensive bibliography relating to most facets of television. For film studies, see MacCann, Richard. The New Film Index for topic ideas and the most complete annotated film bibliography available.

#2 Analytical questions relevant in assessing research materials.

The following is a list of questions you should ask yourself and answer about each source you use when researching for this course. These are not all-inclusive of the questions you could ask, nor do they intend that a "yes" answer means the source is "good" or that a "no" answer menas the source is bad.

However, as reader/researcher you should be able to carefully discern answers to these questions which in turn will help you to make substantive decisions about the merit of the work under consideration.

1. What is the motivation behind this study?
   What major question is the writer asking?

2. What subsidiary questions are being asked?
   How do they relate to the major question?

3. What types of information (primary-secondary-tertiary) are used to answering the questions in order to validate an argument?

4. How effectively does this information and the writer's general methodology seem to fit the nature of the question(s)?
   How does the writer substantiate and report this information?

5. What types of biases or fallacies do you detect on the part of the writer? (Can you detect biases on your own part toward the subject/topic?)

6. How does the investigation lead to any issues outside the topic of film/tv? Could it? Should it?

7. What have reviewers said about this work?

8. If you were to rewrite this study, what would you change?
   Why?

Basic Reference/Resource List for "Broadcasting, Film and Society."*

Key Word References:

- Broadcasting
- Cable
- Communications
- Film (Cinema-Movies)
- Telecommunications
- Television

General Indices:

Basic Books in the Mass Media	Z5630 B55 1980
Bibliographic Annual in Speech Communication	Z6514 S7573
Current Index to Journals in Education(CIJE)	Z5813 c8
Collection of the Mass Communication History Center of the State Historical Society of Wisconsin	Z6621 W54
Communications Abstracts	
ERIC	Z5813 .R4 (In IMC)
The Film Index	Z5784 .M9 W75 1966
The New Film Index	Z5784 .M9 M29 1975
The Humanities: A Selective Guide to Information Sources	Z5579 R63 1979
The Humanities Index	A13 H82
Index to Journals in Communications Studies	Z5630 M37 P87
Mass Communications: A Catalog of Dissertations/Theses	Z5630 U6
Reference Books in the Mass Media	Z5630 B56

Journals:

Broadcasting
Central States Speech Journal
Cinema Journal
Communication Education

Film Comment
Films in Review
Film Quarterly
Journal of Broadcasting
Journal of Communication
Journalism Quarterly
Quarterly Journal of Speech
Screen
Speech Monographs
Television Quarterly
Variety
Video Systems

*NOTE: In the study of film/television, print materials are generally considered as secondary sources. The primary materials are the films/programs themselves. Whenever possible locare and use the primary material. Check with the IMC for holdings.

The above list is in no way intended to be comprehensive. Rather, it should point the way to the reference section of the library, and suggest which additional materials might be useful beginnings.

#4

Criteria for assessment of written assignments

For a grade of A the student will reflect the ability to:

1. Synthesize ideas beyond material available in class discussion, text, personal experience and knowledgs.
2. Develop substantial thought and critical analysis:
   a. Separate fact from inference and value judgement.
   b. Utilize evidence which follows from sound reasoning.
   c. Use substantial evidence (facts, examples, quotations).
   d. Use critical sources and evidence.
   e. Avoid inappropriate or excessive use of value judegements.
3. Organize, develop, and amplify unique ideas.
4. Recognize and express differing points of view.

For a grade of B the student will reflect the ability to:

1. Synthesize materials available in class discussion, text, personal experiences and knowledge.
2. Show clear signs of critical thought and analysis.
3. Answer questions clearly.
4. Organize, develop,and amplify ideas.
5. Clearly express and defend ideas and arguments.

For a grade of C the student will reflect the ability to:

1. Explore general questions.
2. Use limited analysis and evidence.
3. Organize, develop, and amplify familiar ideas.
4. Use appropriate and proper research form.
5. Use appropriate and proper grammatical form.

UWEC University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701

Department of Communication and Theatre Arts

12-5-83

TO: Eugene A. Engeldinger and Barbara R. Stevens
Reference Librarians

FR: Daniel J. Perkins
CTA

RE: Library Instruction Within the Curriculum wrap-up

There is a rather substantial change between the outline I set forth in the summer session and the final project as presented in my class this fall term. That change revolves around the addition of 11 pages of methodological considerations regarding basic directions and concerns of film/tv writers. I intende this handout (1) to give the students some simple models of the ways in which questions about film/tv could be organized and to provide them with basic bibliographic materials within each of the research areas.

I think this handout helped a great deal. First, it immediately generated discussion regarding limitations on the topic (e.g. "do we have to write something on one of the topics suggested here?"). Second, it provided an example of the length and style of materials expected by me in class--- typed, footnoted, etc.

The system of having students work throught a series of steps in preparing the term paper worked well. Initially they were concerned about doing the book review, but when they learned that the questions to be asked of their book were to be provided, they all accomplished the task with some verve.

The only disappointing aspect of the assignment was with the annotated bibliographies. I had some difficulty convincing them that the bibliography was to have breadth. They wanted to include only those materials they decided to use. I had intended to have them include "everything" on their topic and later, when they turned in the final paper, I would compare their overall bibliography with the one they use for the final product. Thus, I would be able to assess their abilities in discriminating among the available materials. This did not happen.

I did not follow through with having them hand in a rough draft -- merely an oversight on my part. I do intend to use the same overall assignment next term, tighten up on some restrictions and have them work through and hand in a rought draft.

All-in-all I am rather pleases with their responses to the assignment and the quality of their final products.

Communication and Theatre Arts 342:
"Broadcasting, Film and Society"
Project Objectives:

1. To substantiate and reinforce the nature of "process" in researching film and television.
2. To familiarize students with the major reference works in this field.
3. To develop student understanding of the structure of professional journals and professional/scholarly writing.
4. To provide practice in synthesizing materials from various disciplines into coherent explanations of relevant film/tv topics.
5. To assist students in distinguishing between levels of source material in this discipline (the media themselves are THE primary source).

Stages in project development:

1. Using handout number 1 as a basis, and in consultation with the instructor, select and narrow topic. (Due by 4th week of the course.)
2. In consultation with the instructor, select one book relevant to your topic and assess on the basis of handout number 2.
3. Using the same criteria as in handout number 2, use the the Basic Reference/Resource List (handout number 3) and begin to develop an annotated bibliography. Be sure to utilize the IMC for media resources, Government Documents for regulatory materials, and book review publications to assist in annotating and evaluating.
4. Hand in annotated bibliography by the end of the 8th week.
5. From that bibliography, select those materials most relevant to your topic and begin term paper. Be sure to select and use one style book (either Turabian, Campbell, or the MLA style) and stay with it. Hand in the first draft of your paper by the end of the 12th week.
6. Final paper is due at last regularly scheduled class period.

Grading:

Shall be based on criteria presented in class in handout number 4. Above all, synthesis of ideas developed through the dialectic process and the premise-support-interpret form is essential.

ECONOMICS

Economics 111 - Fall 1983
Macroeconomics
Shannon Marting

Library Assignment

One of the requirements of this course is a library assignment.

Early in the semester we counted full employment, price stability and economic growth among the goals that we would like to achieve in the U.S. economy. In chapters 7 and 8 we are discussing some costs of being unable to achieve all of them all of the time. This library assignment is designed to:

1. help you understand the desireability of reaching these goals,
2. reinforce your understanding of the economic costs and social costs associated with the persistence of the problems of unemployment, inflation and stagnation.
3. help you put the current economic conditions in a historical perspective.

Part of the assignment is an annotated bibliography and the other a short (2-3 page) essay.

A. Annotated Bibliography

1. Find one article about structural unemployment that has been published in the past 3 years. Read the article. Be sure to cite the source carefully and correctly and provide me with a short (4-5 sentence) summary of the article.

   NOTE 1: The article can be about a person or group of persons, an industry, a region of the country, or any aspect of this type of unemployment.

   NOTE 2: An example of how each item should be annotated follows this section.

Following the standard described above find:

2. one article about cyclical unemployment published in the past 3 years.

3. one article published in the past 5 years that deals with the connection between unemployment and social problems or social costs.

4. one article published in the past 5 years that deals with the costs of inflation or ways of dealing with/avoiding the costs of inflation.

5. one article published in the past 5 years that describes a reason or reasons for low economic growth in the U.S. (Remember that early in the course we discussed reasons for growth. Which of those factors could explain our slowdown?)

Example of Annotated Bibliography

1. Author
2. Title
3. Source of article, including volume, page numbers, name of magazine or journal.
4. Summary of the article.

I would like an informal journal of how the article in number A1 (only) was discovered and where it was discovered.

B. Essay. The second part of this assignment requires you to write a 3-4 page (MAXIMUM) essay on one of the following topics. You do not have an option about the topic; you must write on the one assigned.

If your last name begins with:	Your topic is:
A-B	The trend (or long-run) rate of growth of output (GNP) in the U.S. has been 3.5%. In the 1970s the yearly figures differed substantially from the long run rate. Find the annual rates of growth of GNP for the period 1970-79. Then find and explain three possible reasons for the performance of those growth rates as compared to the long run rate.
C-F	Find unemployment rates for the years 1960-69. Compare them to the full employment unemployment rate that we have defined in class. Find and explain two reasons why unemployment figures appeared as they did during the 1960s.
G-J	Find unemployment rates for the decade 1970-79. Compare the figures to the full employment unemployment rate that we have defined in class. Find and explain 3 reasons why unemployment figures appeared as they did during the 1970s.
K-M	Find rates of change in the Consumer Price Index (CPI) for the period 1929-1940. What was the pattern of these figures. Find and explain reasons why these figures appeared as they did during this period of time.
N-P	Find rates of change in the Consumer Price Index (CPI) for the years 1960-69. What was the pattern of these figures? How do they compare to rates of change in the CPI for the decade of the 1970s? Find and explain two reasons why these figures performed as they did in the 1960s.

Q-S	Find unemployment rates and inflation rates (rates of change in the Consumer Price Index) for the period 1970-1979. What was the pattern of these figures in comparison to one another? Find and explain reasons for the performance of these figures during the 1970s.
T-Z	In 1978 the Humphrey Hawkins Act was passed by Congress. It set goals for the U.S. economy for a 5-year period ending in 1983. What were the origins of the Act (i.e. what caused its introduction). What were its goals? Were those goals realistic? Have these goals been achieved even partially?

As in Part A of this assignment, you must list the sources of all of your figures and/or ideas in correct bibliographical form.

C. Your grade

Your performance on this assignment will be evaluated according to the following criteria:

1. Did you follow the directions set forth above (i.e. annotated bibliography in proper form, limiting the length of your essay, etc).
2. Were you able to find appropriate articles for your topic on each part of the assignment?
3. Does your essay indicate that you read with care the articles you chose?
4. Is your essay a thoughtful discussion of the articles you read?
5. Are your sources cited correctly?
6. Is your assigment free of grammatical, spelling and typographical errors?
7. Was your assignment turned in on time? It is due on November 17. Failure to meet this date will affect your grade.

SHANNON MARTING
DEPARTMENT OF ECONOMICS

THIS LIBRARY ASSIGNMENT WAS USED IN ECONOMICS 111, AN INTRODUCTORY CLASS FOR FRESHMEN AND SOPHOMORES.

This library assignment was added to the requirements that I have always had for my principles classes (multiple choice exams and written quizzes) rather than replacing something. As such the students had the benefits of a larger number and a wider variety of points in achieving their final grade. Also, the necessity of having to do a written assignment partially offset complaints I usually receive from students who believe that "they can't take" multiple choice exams.

However, in the future I will use this assignment to replace an exam. The assignment was long enough that an average student was distracted from daily class work for at least a week before the assignment was due. Also, the grading has been overwhelming. I think I would use only one part of the assignment, either the annotated bibliography or the essay, in the future.

The use of the assignment gave me more contact with more students on a one-to-one basis. Many questions were asked, not so much about the assignment itself (i.e., where do I find the answers?) as about the clarification of some economic concepts (i.e., would an increase in federal taxation have helped cause some economic problems in the Great Depression?) Several of the topics I assigned for the essay appeared to be more difficult for students than others; they weren't answered well. Thus I would change one or two next time.

In a few instances the assignment gave me some insight into student difficulties in the class. Some students do in fact write better than they take exams. A few students couldn't write and probably couldn't sufficiently read the exams I was giving.

Most comments from students have been favorable. Many students felt that their knowledge of macroeconomics was enhanced by 1) looking at a set of figures on unemployment or inflation and trying to explain the performance of those figures based on what they learned in class or the text and 2) actually having to find evidence that supported contentions that social problems are connected with unemployment or that structural unemployment really does exist.

ENGLISH

Instructor: Wilma Clark

Course: Honors Section of English 114, Accelerated English Composition. Enrollment: 20 students

Assignment: Library research paper (10 typed pages plus notes and bibliography) and process log (notes kept throughout the semester, commenting on the process of doing this assignment)--comprising 25% of the course grade. Both the paper and the log will be handed in on Monday, November 21.

A. PROCESS LOG. (Due when the library research paper is turned in on Monday, November 21. Notes on your reaction to the grade you receive on the paper will be added later after the paper is returned to you.)

Throughout the semester, as you work through the ten steps (detailed below) of preparing your library research paper, keep handwritten notes on the process. Make notes on each of the ten steps in the process. Date your entries. Use lined, flat-edged theme paper. Write on one side of the paper only.

Comment on such items as the following: how you decided on your topic, problems you had to solve in finding materials to fit the topic (or how you had to refocus your topic to fit the material you found), surprise discoveries you made in the library, obstacles and breakthroughs in your thoughts about the topic, problems you had getting started with the actual writing, how the outlining and drafting led to change and clarification in your ideas, how criticism from classmates and instructor proved confusing or useful, how response from readers of your draft helped you clarify your ideas, typing and proofreading problems (or tips for efficiency here), etc. You have four audiences for this log: (1) yourself, (2) your classmates, (3) your instructor, (4) a student in English 114 Honors next year, who writes on a similar topic and who can be helped by your log to avoid pitfalls and to adopt efficient procedures.

Note: I will keep your process log to show a student next year. If you want a copy, please make a photocopy for yourself.

B. LIBRARY RESEARCH PAPER. (10 typed pages plus notes and bibliography. Due Monday, November 21. Please turn in two copies, the original and one photocopy.)

Step 1. Choose subject for paper by Wednesday, September 7.

Look through the selections in A World of Ideas edited by Lee Jacobus. You will see key essays by major thinkers in five areas: politics, psychology, science, philosophy, arts and letters (writers such as Machiavelli, Nietzsche, Jung, Skinner, Susanne Langer, T.S. Eliot). You will first sign up for the area of greatest interest to you (four students to each area). Look through the essays in your area. On Wednesday, September 7, the four students in your group will choose two essays in your area. Then you and a partner will choose one of these two essays for intensive study in your library research paper. (For example, in the area of science, your group may choose "Natural Selection" by Charles Darwin and "The Essential Tension: Tradition and Innovation in Scientific Research" by Thomas S. Kuhn. You and your parner may decide to research and write about the Darwin essay, each of you focusing on different issues, of course. The other two students in your group would then focus on Kuhn.)

The ten essays being researched by pairs of students will be assigned to the entire class in our schedule of readings and analytical notes on Fridays. Thus, everyone in the class will share a common foundation of reading and discussion of the topics being researched for the library research paper. This shared background should prove helpful when students critique one another's outlines and drafts of the paper.

Step 2. Turn in summary of general reading and statement of focused topic on Wednesday, September 14.

Focusing on a research question:

After you choose your author and essay (e.g., Darwin's "Natural Selection"), you will focus on some part of the writing process which Darwin experienced in writing this essay. The kinds of material available in studying our various essayists will vary greatly and will, in part, determine how you finally focus your research question. The following list suggests the types of questions that are appropriate in consideration of a writer's process:

a. Sources of a writer's ideas.

   (1) What first sparked the writer's thoughts on this subject?
   (2) What details of historical context are significant in explaining the development of the writer's thought?
   (3) How did friends, family, school, professional colleagues, etc. affect the writer's thinking?
   (4) How much of the material in the essay read in class is original with the author? Which ideas are borrowed? Was the writer primarily an originator or a synthesizer?
   (5) If journals, notes, drafts are available, how do such records reveal the writer working out his/her ideas?
   (6) Did the writer's ideas change as he/she wrote?
   (7) What motivated the person to write about his/her ideas?

b. Effects of audience and purpose on the writing.

(1) What was the writer's rhetorical context? Who was the intended audience? What was the author's purpose with respect to that audience? How did the essay being studied fit into the larger context of the writer's entire work?

(2) How did audience and purpose affect the shape of the ideas as they finally appeared in the essay being studied?

(3) What special rhetorical strategies did the writer employ to accomplish the intended purpose with the intended audience?

In organization?

In method of development?

In style? Diction? Syntax? Figurative and literal language?

(Example of focused research question: What concerns about audience and purpose guided Jung in his selection of symbols for the mother in his discussion of the mother archetype?)

c. Effects of the writing on the intended audience and/or on society as a whole (to fit within the scope of this assignment such effects must be related to the effects intended by the writer--or discussion must center on how audience reation cycled back to affect the writer and his/her thinking on the topic).

(1) Was the writer immediately influential?

(2) What was the writer's reputation at the time of the first publication of this essay? How did that reputation affect audience reation to the piece?

(3) How was the essay reviewed at the time? How has it been reviewed at various times since initial publication?

(4) Did the writer revise his ideas on the topic after initial publication of this essay?

(5) Did the writer accomplish his/her purpose with the intended audience?

(6) Did audience reaction affect subsequent writing and thinking of this author?

With these kinds of questions in mind, begin a period of general reading in the library--to acquaint yourself with background information, and to assess the kinds of material available in order to focus on a specific, workable research question. One additional purpose of the general reading assignment is to acquaint you with basic tools in the UWEC library.

In completing this general reading assignment, you will be asked to demonstrate that you know how to locate and use the following in the UWEC library:

- (a) general encyclopedias
- (b) card catalog (title, author, subject cards)--Library of Congress classification system
- (c) Library of Congress subject headings list (the "red book")
- (d) Reader's Guide to Periodical Literature
- (e) periodical holdings list
- (f) New York Times Index
- (g) microfilm machine
- (h) biographical directories
- (i) card catalog for reference books
- (j) KWOC (Key Word Out of Context)
- (k) one index to scholarly periodicals

In the step 2 assignment that you turn in on Wednesday, September 14, you will do the following:

(1) State your specific research question (e.g., How do the journals Darwin kept during his 1835 visit to the Galapagos Islands reveal the development of his thoughts on natural selection?).

(2) Explain how your initial reading survey convinced you that material is available in the UWEC library for answering this question. Give yourself a research question that will require some digging in the library and that will lead you to draw information together in some new way so that you are synthesizing data to make a statement about the writer you are studying.

Step 3. Turn in an outline of your search strategy (typed) on Friday, September 23.

Here you will plan a strategy for finding information to answer your focused research question. On Monday, September 19, a member of the library staff (who will have seen a list of all the focused research questions in our class) will lecture on how to plan a search strategy. This librarian will also give practical hints on using various library tools. In planning your search strategy, you will make specific notes on all items listed below which you think would help you find useful information for your focused topic:

(a) card catalog--which subject headings will you consult?

(b) encyclopedias--name the general and/or specialized encyclopedias you will consult.

(c) KWOC--which words did you look up? name the reference works you will consult.

(d) which biographical directories will you consult?

(e) Bibliographic Index--list the bibliographies you will consult.

(f) New York Times Index--What year(s) will you consult? What topics will you look under?

(g) what tools will you use to locate pertinent book reviews?

(h) guides to periodical literature

Reader's Guide--which years? topics you will look up?

Poole's--years? topics?

SPECIALIZED INDEXES

(1) which indexes will you use?

(2) for each index named, note the years and the topics you will consult.

(i) what tools will you use to find important statistics?

(j) if you plan to search government documents, name the indexes, the years, and the headings you will consult.

(k) Do you plan to consult Dissertation Abstracts? If so, how?

(l) Do you plan to request an online search (Dialogue Data Base Search). If so, note details.

(m) Do you plan to use inter-library loan? What kinds of material will you request?

Your outlined search strategy is due (typed) on Friday, September 23. The library staff will critique your search plan and return it to you on Friday, September 30, at which time a librarian may address our class to discuss recurrent problems in the search plans.

Step 4. Working bibliography, due Friday, October 7.

Step 5. Annotated bibliography, due Monday, October 24.

Step 6. Introduction (with thesis statement) and outline for paper, due Monday, October 24.

Step 7. Typed draft of paper, with notes and bibliography, due Monday, November 7.

Step 8. Critiquing and revision of one another's drafts--week of November 7.

Step 9. Typing and proofreading the final paper--week of November 14.

Step 10. Response to the instructor about the evaluation (by another student in the class and by the instructor) and about the grade you received on this paper. (This page of the process log will be done later, after your paper is returned to you, and then will be stapled to the log you turned in on Monday, November 21.)

Evaluation of Library Project

Wilma Clark
Fall 1983
English 114, Accelerated English
Composition, Honors

1. What worked well.

The increased cooperation between course instructor and library staff is effective. Students begin to see the use of the library as an integral part of the work within the course, rather than as busy-work attached to the course. Three of the strategies suggested in the library seminar last June helped my students consider the library work a natural part of the course:

a. I took my class to the library to hear a presentation by Barbara Stevens. Hearing a lecture by a librarian in the library and doing a "hands-on" exercise in the indexes immediately following the lecture--these experiences are much more effective than hearing about the library in a classroom in Hibbard.

b. After focusing their research questions and learning the locations of basic library tools, my freshmen each wrote a search strategy (see p. 4 of assignment). This is a wonderful idea, one that I plan to continue using each time I assign a library research paper in a writing course.

c. One of the best things about the search strategies was that Barbara Stevens critiqued them, commenting on the usefulness of various reference tools that students planned to use, and suggesting indexes etc. that students hadn't listed.

2. Changes I will make next time.

a. We did not do the process log. It was an HONORS CLASS! I thought, and I went wild planning much too much for the class to do in one semester. I had to pare things down as the semester progressed, and got verbal feedback all along the way rather than asking for a written log.

b. The students found step 2 C (bottom p. 3--learning where library tools are located in our library) and step 3 (p. 4--the search strategy) somewhat repetitious. A regular English 110 class might need the reinforcement from this kind of division of steps, but in an honors class I would combine these 2 steps.

c. To make better use of scholarly indexes and articles in scholarly journals, I would change the topic. In researching the writing process of major thinkers, my students found either that the synthesis had already been done and published in books or that articles they desperately needed were not held in our library. Next time, I would have students write about the ideas of major thinkers--then sources would be manifold.

Date: August 9, 1983

To: Eugene Engeldinger
McIntyre Library

From: Allen Curtis
English Department

Subject: Plan for Integrating Library Instruction with Creative Writing

Plan: Creative Writing 120 requires students to produce literary works in three genres, poetry, short fiction, and drama. The plan described below includes four assignments intended to familiarize students with bibliographic and other library resources necessary to exploring one genre, poetry. One purpose of the assignments is to free students from their traditional dependence on the classroom teacher and the single textbook.

Assignment I:

From the list of journals and magazines below, students will select three, locate them in the library stacks (2nd floor), and examine a number of poems published in them after 1970. Students will select three poems of unusual interest, each by a different poet, none longer than one page, and make copies of them to submit to the teacher (full citations must be provided for each of the three poems). One of the three poems (chosen by the student) will be reproduced for classroom presentation. For the discussion of this poem, the student will provide some biograhical information about the poet.

List of Journals and Magazines

- *Paris Review*
- *Sewanee Review*
- *Chicago Review*
- *American Poetry Review*
- *New Yorker*
- *Atlantic Monthly*
- *New Republic*
- *Yale Review*
- *Southern Review*
- *Harper's Magazine*
- *Partisan Review*
- *Hudson Review*
- *Times Literary Supplement*
- *Encounter*
- *American Scholar*
- *Antioch Review*
- *Texas Quarterly*
- *Virginia Quarterly Review*
- *Poetry*
- *Wisconsin Dialogue*

Assignment II:

Divided into three groups, students will use the April-March 1981-1982 Humanities Index to locate a poem written by one of the three poets listed below (each student will locate one poem). Copies of the poems will be provided for classroom distribution.

Robert Penn Warren

"Chthonian Revelation: a Myth"
"Cocktail Party"
"Dream, Dump-Heap and Civilization"
"Immanence"
"Passersby on Snowy Night"
"Safe in Shade"
"Two Poems about Old Norwalk Dump"
"Why?"
"Commuter's Entry in a Connecticut Diary"
"Deeper"

David Wagoner

"At Sea"
"Chorus"
"Going to Sea"
"Landfall"
"Reading the Sky"
"Sea Change"
"Staying Alive in a Clear-cut Forest"
"Shooting Lesson"
"Staying Found"
"Taking Our Bearings"

A. R. Ammons

"Distraction"
"Feel Like Traveling On"
"Rapids"
"Spruce Woods"
"Design"
"Night Finding"

*If this list of poems is inadequate, the previous year's Humanities Index may be used.

Assignment III:

Each student will select a poet whose work has been published in American Poetry Review within the last five or six years. Using Humanities Index, Essay and General Essay Index, Abstracts of English Studies, MLA Bibliography, etc., the student will present a short critiquie of the poet's work. From three (minimum) to six (maximum) of the poet's poems should accompany the critique.

Assignment IV:

The same as Assignment III, except that the poet critiqued must have died before 1975 and, consequently, an expanded list of bibliographic resources will be needed for the students' research.

To: Eugene A. Engeldinger and
Barbara R. Stevens

From: Allen Curtis

Date: December 7, 1983

Re: Library instruction project—final remarks and evaluation

In my English 120, Creative Writing class (fall semester, 1983), I employed two library instruction projects, one for poetry and one for fiction. For each genre, I provided the students with the titles of specific bibliographic reference works, works which would provide access to works of contemporary poets and short story writers as well as to biographical and critical studies of the works and their authors. Each student was asked to submit copies of three poems by a contemporary poet and (later in the semester) a copy of one short story by a contemporary author. Both of these submissions were accompanied by a short biographical sketch of the author and a one-page critique of the author's work.

EVALUATION:

There is no doubt that the students enjoyed both of these projects and regarded them as academically significant. The evidence for this is multifold: 1) not one assignment was turned in after the due date (no requests for late submissions were made); 2) the quality of both the biographical sketches and critiques was high; 3) a considerable number of students came voluntarily to my office to discuss poems and/or short stories they had critiqued; 4) the poems and short stories written by the students benefited from the students' exposure to the work of publishing contemporary authors.

I regard these library instruction projects as invaluable additions to my creative writing course. I plan to expand the use of such projects next semester, not only in this course but in others as well.

Allen Curtis

English 110
Library Research Assignment
Annotated Bibliography

This assignment has two major purposes.

One purpose is to introduce you to the process of finding information in the library. It will acquaint you with the most important types of research aids for specialists in your major field. It will also show how important it is to develop a research strategy for using these aids effectively.

The other major purpose is to give you experience at assembling and writing up a bibliography that meets professional standards of formal neatness and correctness in overall format, in the form of individual citations, in both style and form of annotations, and in punctuation and spelling throughout.

In addition, the assignment will introduce you to one kind of work some people in your major field may be assigned to do. And your finished bibliography may help you in other classes, either as a source of ideas for a research paper or as a starting point for research on other topics in your field.

You must turn in these assignment pages with your bibliography.

Name: ____

Your Research Question Is: ______________________________

____

____

Develop an annotated bibliography on this topic. It must include at least one item in each of the categories marked with an X in the following list. Be aware that the answer to this specific question has probably never been written down anywhere. If you were to actually write a paper about it, you would have to decide on the answer for yourself after studying what has been written about related problems and about the subject in general. So try to find a range of material which would help you explore the topic. There is no upper limit to the length of the bibliography, but since you must read the items to write your annotations, it is unrealistic to attempt more than twelve to fifteen entries.

Special Note: Some of the items in the list are not ordinarily included in a bibliography. For example, though you nearly always need periodical indexes and book-length bibliographies to develop a bibliography, you should not expect to list them in it. A similar caution applies to standard reference works. You are required to list them here only because of the special nature of the assignment. You might find it helpful to use more than one of each of these research aids; in that case list the one you found most helpful. You should expect to have multiple listings of the other types of sources (No. 4 through 11).

__X__ 1. One periodical index in your field (not the general Reader's Guide to Periodical Literature). A list of periodical indexes is taped to the reference desk.

__X__ 2. One book-length bibliography. One way to find appropriate books of this type is to use the card catalog subject index. Their call numbers nearly always begin with Z. You can find out what subject headings to look under by consulting the Library of Congress Subject Heading Guides situated next to a post in the card catalog area. In addition to the card catalog, you can use this book:

> Sheehy, Eugene P. Guide to Reference Books. 9th ed. American Library Association, 1975, and supplements.

__X__ 3. One standard reference work in your field which you would expect to consult for any research topic in that field. For example, in psychology a dictionary of psychological terms would satisfy this requirement. Many of these works will be found in the reference collection on the first floor; others will be shelved in the stacks with other kinds of books on similar topics. You can find such reference works by following the recommendations in No. 2 above.

__X__ 4. At least one book with at least a chapter or section in it that provides information you could use in a paper on your topic. You may find this kind of book listed in a book-length bibliography (No. 2 on this list), in the footnotes or bibliography of another book or article, or in the card catalog. To get the most out of the card catalog, note the tracings, the various subject headings under which a helpful book is indexed, shown on the card itself. If you look under all those headings, you will no doubt find other helpful books.

_____ 5. At least one article from a major professional journal in your field. The best way to find articles of this type is through a specialized periodical index (No. 1 on this list), but you may also find them through the footnotes or bibliography of other articles or books.

_____ 6. At least one article from a weekly or monthly magazine. You may find these through the Reader's Guide to Periodical Literature, through PAIS (Public Affiars Information Service), or in a few cases through a specialized periodical index.

_____ 7. At least one newspaper article. Check Newsbank or individual indexes like the New York Times Index.

_____ 8. At least one ERIC (Educational Resource Information Center) document. Indexes and documents are housed in the IMC (Instructional Media Center).

_____ 9. At least one government document (either United States or Wisconsin). Indexing systems are in the basement, with the documents themselves. For some topics, you can also use PAIS to find government documents.

_____ 10. At least one sound or video recording or a motion picture film. The collection of these items is fairly limited in our library. Though catalogs and indexes for them exist, your most efficient course is to go directly to the card catalog in the IMC.

_____ 11. At least one filmstrip or slide collection. The same recommendation applies here as in No. 10, above.

_____ 12. Other: ____

____

Remember when you type up the final copy of your bibliography, the entries must be in alphabetical order, not the numerical order given here. Be careful to follow the format recommended in the handbook or other text for this course, as specified by your instructor. The listing for the book or article should be followed by a paragrpah of annotation, structured like this:

beginning	a general description of the work;
middle	a summary, in three to five sentences, of the parts of the article or book which apply to your topic;
end	an evaluation of its usefulness in helping to answer the research question.

Here is a sample entry for an annotated bibliography on the question, "What list of 100 words would be most useful as a means of defining dialect boundaries in the United States?"

> Strebeigh, Fred. "Hot on the Trail of the Elusive *Moots* and *Woolies*." *Smithsonian*, April 1982, pp. 101-106, 108.
>
> This article is a short introduction to the *Dictionary of American Regional English* (DARE), which is scheduled for publication in 1989. Under the direction of Professor F. G. Cassidy, of the University of Wisconsin-Madison, the DARE staff has collected old word lists, examined novels, diaries, and newspapers, and performed face-to-face interviews in 1002 communities all over the U.S. in an attempt to compile a dictionary of all the American words which are found only in certain regions of the country. The article describes DARE working methods as a combination of age-old dictionary-making techniques and the latest computer technology. It includes a number of sample questions from the DARE questionnaire, together with answers received in various parts of the country. It includes a number of anecdotes about DARE's attempts to track down the meanings of obscure words. The article would be useful as background material on how dialect geographers work, but the examples presented are too sketchy and too haphazardly chosen to provide much specific information about the dialect regions of the U.S.

UWEC
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701
Department of English

To: Eugence Engeldinger
Barbara Stevens

From: August Rubrecht August Rubrecht

Subject: Evaluation of annotated bibliography assignment

Having used an assignment similar to this one in the past, I knew it was useful, in principle, before the workshop. My aim in attending was to improve the assignment by adding more explicit and helpful instructions and by expanding the range of library materials covered. The original assignment was one page long; the present one is four pages, and apparently all the added material is useful. The assignment requires relatively little extra class time, but it can't just be handed out and forgotten. There are some points where extra time pays off.

1. Careful planning is important because it is hard to think up topics for thirty students, yet it would cause access problems to assign the same topic to several students. I find fill-in-the-blank formulas helpful; for example, in MIS: "What information storage and retreival system would be appropriate for a (kind of business) . Or in nursing: "What problems does/do (group of patients) present to (public health agencies/ emergency rooms/ small-town hospitals/ nursing homes/ [other medical units])?" I can use the same formula for several students, just filling in the blanks differently for each. I also plan to build up a file of specific questions, especially ones not easily generated by the formulas.

2. In class, I find I need to reemphasize and amplify the warning that "the answer to this specific question has probably never been written down." This extra class time is abundantly justified because it makes the point that the task of the researcher is to find the answers to unanswered questions, not just to report answers that have already been given.

3. Despite the importance of #2 above, I need to reassure students that they do not need to answer their research question; their task is to demonstrate that they can find the kinds of library resources that would lead them toward the answer.

4. An unresolved problem: I could find no clear way to define "standard reference work" in item 3 (p. 1), so I simply referred students to a list of them in the handbook for English 110. Next semester we change to a handbook with no such list. The solution will probably be to prepare a handout to ~~serve as a~~ supplement ~~to~~ the assignment sheet.

Bruce Taylor

USELESS INFORMATION TREASURE HUNT

Nature and Purpose

This assignment is to be given pre-stage-one to a Freshman Composition class. It is the first assignment in a series leading to the achievement of library skills equal to selecting, narrowing, and researching a series of short documented essays.

The purpose of the assignment is two-fold:

1, To work against the 'library anxiety'that many freshman have; to present the library as a place where much useful and/or fascinating information may be found; to present the search for that information as a challenge and a bit of an adventure;
2, To familiarize the students with the existence and location of such basic library features as the following:
(various) Encyclopedias, Who's Who, Dictionaries, Indexes, Concordances, yearbooks, Annuals,Atlases, Government Publications, Telephone Books , etc.

Proceedures

This is a two step assignment to be given over two consectutive class periods.

Step 1, The student is given two 5x7 index cards. On one card is written a question (see sample questions, attached). The student's task is to spend no more than one hour seeking the answer to his or her question. The student should keep a log on the back of the index card noting ecery place, person, or research tool that is used in the search for the answer. If the answer is found it should be writtwn on thw front of the index card along with a full citation as to where it was found; if not, then the student should provide some other information about his or her subject along with the appropriate citation.

On the day the questions are due, each student is asked wether or not an answer was found and where it was found, or where they looked unsuccessfully. Each 'search strategy' is discussed and suggestions are elicted from the class as to alternative possibilities. Each research tool discussed is identified and located on an overhead projection of the library floor and students are asked to note it in their own library handbook.

Step2, On the second index card, for the second day, each student is asked to provide thier own question, answer, and two different citations for where the information might be found. These are used as a pool from which to draw questions for other semesters.

Notes and Variations

At all times the search for the information and not the achievement of any answer should be stressed. Individual initiative, flexibility, and creativity should be incouraged.

Questions may be paired; that is, different students sent after, not the same information, but to the same kinds of places. Therefore if one student fails to develop a winning stategy, another might have useful suggestions.

Unlike the sample questions provided, questions could be framed within the scope of any discipline, though this exercise works best at a level of general knowledge.

Students may be provided with a reproduction of a library floorplan and asked to keep a map, or chart of their wanderings along with a log. This often illustrates more dramatically how much time and how many steps can be wasted and may reinforce the most important result of this assignment-- a motivation to learn how to use the library in a more efficient, productive, and scientific manner.

ENGLISH 110 LIBRARY EX. #1

Spend no more than 1 hour looking for this information. Keep a written log of everyplace and research tool you use to find the answer. If you find the answer, provide a full citation in footnote form for where you found it. Turn in the written log, and answer, if any, or some other information about your question.

1. What is the diameter of a Peso?
2. What does BVD stand for?
3. How many times does the word "love" appear in Shakespear's plays?
4. What is the address of the main branch of the Chicago Public Library?
5. Where does the phrase "getting down to brass tacks" come from?
6. Who was the tallest U.S. President?
7. In the story of the birth of Jesus, how many wise men were there?
8. Who was the first woman to run for U.S. Senate?
9. Who was the "father" of the modern flush toilet?
10. Where in the Bible does it say, "Money is the root of all evil"?
11. What was the name of the first "Tylenol murder" victim?
12. What is the phone number of the nearest office of the Australian embassy?
13. What happened to the famous sky-jacker, D.B. Cooper?
14. Who is the most recent winner of the Nobel Peace Prize?
15. What is the largest measurement of space currently in use?
16. How many parking spaces are there currently on the UWEC campus?
17. What magazine has the largest circulation in the U.S. today?
18. How many square acres comprise the Australian "nullabor"?
19. Where is the nearest library that has a copy of "Dirty Dinky and Other Poems"?
20. What is the average annual federal budget for the U.S.A.?
21. Who was the first Mayor of Eau Claire?
22. What does the slang expression "fair dinkum" mean?
23. What was the address of Ricky and Lucy on the original "I Love Lucy" television series?
24. How did the Pittsburgh Pirates get their name?
25. Who was the featured performer at the first Joynt concert in Eau Claire, WI?
26. Who invented the rickshaw?
27. Whose picture is on the $100,000 bill?
28. When was the "fourth-down" introduced into football?
29. How long did it take Hansel and Gretel to reach the witches house?
30. Who was the first woman to run for U.S. President?
31. What is the smallest measurement of time currently in use?
32. Which country sends the most telegrams?
33. What is the life-span of a mermaid?
34. What was the price of the average U.S. car in]968?
35. How many times does the average person laugh in one day?
36. What states have more cattle than people?
37. Why do women's garments button 'on the left'?
38. What is the current exchange rate of the U.S. dollar to the French Franc?

UWEC | University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701

Department of English

TO: Eugene Engeldinger
Barbara Lozar

FROM: Bruce Taylor

DATE: December 13, 1983

RE: Revised Assignment for, and Continuing Reaction to, Library Seminar, Summer 1983

Except for minor fine-tuning and the continuing increase of the pool of available questions, the original assignment I submitted at the end of the seminar has gone unchanged. This assignment which had been developed prior to the seminar and which remains primarily a motivational, pre-level-one task of limited value except as an initial attempt to overcome library anxiety must be followed up by more specific, level-one assignments.

However, the status of this one assignment is not to suggest that I have gone unscathed by the Library Seminar. In fact, though this semester and the next I plan little actual changes in the Library Component of my Freshman Composition class, I am designing a complete revision of this component and hope, beginning the Fall Semester 1984, to have this component in place.

Beyond and in addition to the workbook exercises available through the Department of English, I hope by that time to have a Library Component integrated with each of the six major out-of-class writing assignments.

Each of these assignments will be unified and discipline--specific in, at least, a general way in that they all fall under the general heading of "Exploring Language," which is also the title of the collection of essays that I am using as a reader for the course--Exploring Language, Goshgarian, 3rd edition (Holt, NY) 1983.

I have tentatively experimented with this approach this semester as it relates to two of the six major assignments:

1. Cause and Effect Theme

   The students are asked to write an analysis of the causes and effects of some significant current event. The choices this semester were either the KAL 007 incident, the Military Action in Grenada, of the bombing in Beruit. The library goal is to identify and utilize those sources available in the library to amplify and put in context any very current event.

2. Extended Definition Theme

The students are asked to construct an extended, illustrated definition of one of the three terms: propaganda, euphemism, a "dirty word." Although students are not restricted to the four essays available within their text for each respective topic, it is expected the majority of research will be done within these controlled sources. The library goal lies within a concurrent assignment which is due one week before the essay, which is to hand in an annotated bibliography (minimum, 15 items) related to the term they have chosen to define.

Each of these two assignments worked well this semester. The "current event" assignment seemed to be of particular value to the students who expressed satisfaction at "being forced to pay some close attention to the world around them." I expect both assignments as they are tried and defined to be more successful to the degree to which they are integrated into a focused series of tasks, each within the normal progress of a Freshman Composition course, and each task integrated with a library component directed at a specific goal.

jk

HISTORY

History 322: The French Revolution and Napoleon
Library Assignment

Stephen Gosch
Fall 1983

I. THE ASSIGNMENT

One of the requirements in this course is a five-page typewritten essay which discusses five recent scholarly articles written on one aspect of the French Revolution. This assignment is worth 25% of the final grade and must be completed satisfactorily in order to pass this course.

II. THE SEARCH

Choose one of the topics on the attached list. Go to the library and look in the following works for references to articles on your topic:

Historical Abstracts
Humanities Index
Social Sciences Index
Combined Retrospective Index to Journals in History, 1838-1974
Essay and General Literature Index

Determine whether these articles are in the library. Continue your search until you have found five scholarly articles in the library on your topic. A list of your articles, citing each one completely, is due on October 7.

III. THE ESSAY

Your essay should be an informed and thoughtful discussion of the articles you have read. It should compare and contrast the various approaches and points of view you have encountered in the articles and address such questions as: Are there important areas of disagreement in the articles? If so, what is the basis of this disagreement? Do the articles raise unresolved questions? What direction is future research on your topic likely to take?

IV. THE GRADE

Your project will be evaluated according to the following criteria:

A. Were you able to find five good articles on your topic?

B. Does your essay indicate that you have read the articles with care?

C. Is your essay a thoughtful discussion of the articles you read?

D. Is your essay free of grammatical, spelling and typographical errors?

E. Was your essay turned in on time? It is due on November 18. Failure to meet this date will affect your grade on this assignment.

History 322: The French Revolution and Napoleon   Stephen Gosch

LIST OF TOPICS

The Nobility and the French Revolution
The Bourgeoisie and the French Revolution
The Army and the French Revolution
The Jacobins
The French Revolution and Crime
Economic Life During the French Revolution
Clubs in the French Revolution
The French Revolution and Jews
The Peasantry and the French Revolution
Prices and Wages in the French Revolution
Terror in the French Revolution
Women and the French Revolution
Robespierre
Danton
Babeuf
Marat
Lafayette and the French Revolution
Youth and the French Revolution
Poverty and the French Revolution
The *Cahiers de Doléances*
The Catholic Church and the French Revolution
The French Revolution and Slavery
Land Reform in the French Revolution
Feminism and the French Revolution
Communism and the French Revolution
The French Revolution and Art
The French Revolution and the Laboring Poor
The French Revolution and Eastern Europe
The French Revolution and Latin America
The French Revolution and Education
Saint-Just
Republicanism in the French Revolution
The Atlantic Revolution
Counterrevolution in France, 1789-1799

Stephen S. Gosch
Department of History
December 8, 1983

Library Instruction Project Evaluation

1. As of this writing 23 of 24 students in History 322: The French Revolution and Napoleon have completed the attached library assignment. Most of the students in this course are juniors or seniors majoring or minoring in History.

2. After the students completed their projects I asked them to evaluate the assignment by making written responses to five questions I submitted to them. A summary of the student responses and some comments of my own follow:

   A. All of the students thought the assignment was clear. I took some class time on several occasions to make sure that they knew what they were expected to do.

   B. While a few of the students reported that they were already familiar with the library, most thought that the meeting in the library with Barbara Stevens was helpful. I thought that taking the students into the reference section and working with them there was a particularly good idea.

   C. Most of the students reported that they encountered problems in locating the five scholarly articles they needed for their papers. However, they all did ultimately find articles of good quality and I was pleased with the range of the historical journals they consulted. I think the problems they had in finding their articles are the ones that beginning researchers normally run into.

   D. Most of the students reported that the writing of the essay based on the articles was difficult. They had trouble relating the articles to each other. This required careful reading and clear thinking. Despite this problem, however, most ended up doing a satisfactory job on their papers. In general, the essays demonstrated that worthwhile learning had taken place.

   E. While the students reported difficulties in locating the articles and in writing their essays, their overall evaluation of the assignment was unanimously positive. All of them said that they found the assignment to have been valuable. Most reported that they had become more familiar with the library and all said they had become more knowledgable about the French Revolution and the various ways in which the historians of today understand it.

3. I am glad I used this assignment. It was good for the students and I enjoyed coaching them in the use of the library.

klt

MATHEMATICS

____
Name

Mathematics 207, Section 2, Fall, 1983

TV LESSONS

Each student shall view (in the McIntyre Library) two TV lessons, and must "pass," with a perfect score, quizzes on each.

The TV lessons are from the MATHWAYS series, entitled "Decimal Point" and "Per Cent," and are on reserve.

Each student may take a quiz on each lesson no more than three times.

Quiz 1 on "Decimal Point" will be given in class on September 15, 1983. Students with perfect scores will be awarded 50 points toward the semester total. All others must take a second quiz in class on September 22, 1983. (The second quiz will be more difficult" than the first.) Those "passing" with perfect scores will each be awarded 45 points toward the semester total; and all students who passed both quizzes will each receive a 5-point bonus. A third quiz will be given in class on September 29, 1983. Students who "pass" it with a perfect score, but have not passed either of the first two quizzes, will be awarded 40 points. Students who already have "passed" an earlier quiz, and who "pass" the third quiz, each receive a 5-point bonus. Students not passing any of the three quizzes will be awarded 25 points for evidence that they watched the TV lesson three times. Evidence will consist of a written report from a library staff member.

A similar set of 3 quizzes will be administered on September 27, October 4, and October 11 for the TV lesson, "Per Cent."

ESTIMATED MAXIMUM OUT-OF-CLASS TIME FOR TWO TV LESSONS:

A. Well-prepared student (strong high school math background)--1 hr.
B. Next level of preparation (3 years high school math)--2 hrs.
C. Minimally prepared (2 years high school math)--4 hrs.
D. Unprepared student (1 year high school math)--6 hrs.

Two other Mathways lessons are required in similar fashion. Quiz dates for "areas of cubes and cylinders" will be November 3, November 10, and November 17. Quiz dates for "volume" will be November 15, November 22, and December 6.

Name ______________________________

DECIMAL Quiz 1 (No calculator)

1. 423 means __________ hundreds + 2 __________ + _____ _____.

2. 423. means the same as ______________.

3. 51.0 changes 510 to _____ _____ of what it was.

4. 14.9 is one-tenth of ________.

5. 1.49 is one-tenth of ________.

6. __________ is one-tenth of 30.9.

7. __________ is one-tenth of 620.

8. __________ is one-tenth of 51.00000.

9. 5.101 is read "five and _____ ____________ _____ one-thousandths.

10. 149 divided by 1000 is one hundred forty nine _____ ____________________.

11. 832. = 832 ÷ ________.

12. 83.2 = 832 ÷ ________.

13. .832 = 832 ÷ ________.

14. 8.32 = 832 ÷ ________.

15. Changing the decimal points two places to the left _______ the given number by 100.

16. Changing the decimal point three places to the left means __________ the given number by __________.

17. .3173 times 100 = __________.

18. 24.34 times 100 = __________.

19. 243.4 times 1000 = __________.

20. .3173 times 1000 = __________.

Note: The second quiz on this topic will require you to know the names of the Producer/Director and Art Director for the TV program.

Name___________________________________

PER CENT Quiz 1 (No calculator)

1. % means _________ _________ _______________.

2. 31% means 31 ______ _______ _______________.

3. Out of 100 dimes, 38 have "heads" up; all are lying flat.
   a. what per cent have "heads" up?______________
   b. what per cent have "tails" up?______________

4. Out of 100 quarters, 100 have "heads" up; all are lying flat.
   a. what per cent have "heads" up?______________
   b. what per cent have "tails" up?______________

5. One entire pizza is _______% of one entire pizza.

6. 50% of 20 = ____________.

7. 250% of 20 = ___________.

8. 105% of 20 = ___________.

9. 5% of 20 = _____________.

10. $\frac{1}{4}$ of a figure is ______% of the figure.

11. 3/5 of a figure is ________% of the figure.

12. 1/3 of a figure is ________% of the figure.

13. 1/8 of a figure is _________% of the figure.

14. .49 means _______%.

15. .92 means _______%.

16. 2.34 means ________%.

17. .05 means _________%.

18. .006 means _________%.

Name ______________________________

AREAS Quiz 1 (No calculator)

1. Pi represents the number obtained by dividing the measure of the ____________ of a circle by the measure of its ____________.

2. In formula form, $\pi = \frac{(\quad)}{(\quad)}$.

3. What is the approximate value for pi, to two decimal places? ______________

4. If the diameter of a circle measures 10, what is the measure of its circumference, to the nearest tenth? ______________

5. The formula for finding the area of a circular region is A = ____________.

6. The measure of the diameter of a circle is ______ times the measure of its radius.

7. What is the area of a circle having radius 1? ____________

8. What is the area of a circle having diameter 4? ____________

9. The lateral surface area of a cylinder is found by multiplying the measure of its altitude (height) by the measure of its __________.

10. The formula for calculating the total surface area of a cylinder is T.S.A. = ____________.

11. The total surface area of a cylinder with d = 4 and h = 10 is ______________.

12. The lateral surface area of the cylinder described in problem 11 is ____________.

Name ______________________________

VOLUME Quiz 1 (No calculator)

1. The formula for finding the volume of a rectangular prism is V = __________.
2. The procedure for calculating the volume of any prism is to multiply its length by the _________ of its base.
3. The formula for finding the volume of a cylinder is V = ______________.
4. The formula for finding the volume of a cone is V = ______________.
5. The volume of a cylinder having diameter 2 and altitude 10 is __________.
6. The volume of the cone that "fits" inside the cylinder described in problem 5 is ______________.
7. The volume of a cone having radius 2 and altitude 20 is _______________.
8. The volume of the cylinder that just "contains" the cone described in problem 7 is _______________.

Name ________________________________

LIBRARY SEARCH

Purpose: To find information about a person you have met.

A. Clue CA69-72

1. Full name of your M206 teacher ____________ ____ ____________________.

2. Place (city, state) of birth ______________________, _________.

3. His mother's maiden last name ____________________________________.

4. Full names of his children ____

   ____.

5. List the titles of two books he had published without coauthors. _______

   ____

   ____

6. What role, according to him, should games play in the mathematics classroom? ____

   ____

   ____

7. Name three of his avocational interests ___________________________

   ____.

8. List four high schools in which he taught mathematics _______________

   ____

   ____

   ____

9. What three "jobs" has he held besides teaching at high schools or universities? ____

   ____

B. Clue: Periodicals

1. List a national publication, title, year, and issue, in which an article on individualized instruction written by him appeared.

   ____

   ____

2. List a state teachers organization publication in which an article about third graders' attitudes toward mathematics written by him appeared.

   ____

   ____

3. List the title of the article, and the periodical in which it appeared, written by him that was first (earliest date) listed in the Education Index.

   ____

   ____

4. List the title of the article, and the periodical in which it appeared, written by him that was last (latest date) listed in the Education Index.

   ____

   ____

5. List the titles of three "coaching" articles written by him, one about football, one about basketball, and one about baseball.

   ____

   ____

   ____

6. List a "digest" publication that reprinted one of his articles.

   ____

C. Clue: Government Publications

1. Name an article written by him that appeared in a 1970 state government publication. ____________________

____

2. Name an article written by him that appeared in a 1972 state government publication. ____________________

____

D. Clue: IMC Reserve

1. Name a television program for which he wrote the script ____________________

____

2. Name a television series for which he served as a subject matter consultant and guide writer ____________________.

3. Name a slide-tape presentation for which he wrote the script ____________________

____

4. Is he listed as author (producer) of any material listed in the ERIC file? ______ If so, name one piece. ____________________

____

EVALUATION OF LIBRARY INSTRUCTION ASSIGNMENT

Mathematics 206 & 207

George L. Henderson

I wanted students to become familiar with the library building and with certain collections in the IMC, Government Documents, educational periodicals, ERIC, and biographical compilations. This was achieved both semesters, with fewer items to find second semester. Approximately 100 students in Math 206 and 207, and 35 students in Math 208 participated. The second form seems adeuqate for future use. I do not believe that the questionnaires I used are applicable to other teachers or other disciplines.

MUSIC (THERAPY)

MUSIC 103: INTRODUCTION TO MUSIC THERAPY

Information Search Project

Outline and Directions

Part 1

1. Choose a topic of investigation, either from the list of possible topics or in consultation with the instructor.

2. Identify the main issues or questions related to your topic.
   Define the terms in your topic area.
   Set limits on the topic area. Some topics may have to be greatly limited; others may have to be broadened or re-defined.
   Identify subject keywords, terms which are synonymous or related to terms in the topic. These words may help you in your search for information.

3. In order to locate articles on your topic, refer to the various indexes and search tolls, most of which are located in the Reference Department of the Library. Some of the search tools and indexes which may be helpful to you are listed on an accompanying sheet. You should also consult the Reference Librarian for more help in planning your search.

4. Identify and locate as many pertinent articles as you can. In most cases, more recent articles are preferable to older ones. Before searching the stacks, order your list of articles from most usable and pertinent to least. Utilize the Library's Periodical Holdings List to determine which of your articles may be found in the library's collection.

5. For each of the articles which you actually physically find and look over, skim the article and, for each article, fill out an Article Evaluation Form, copies of which are included in this packet.

6. Keep a brief, handwritten (but legible!) log or journal. In the log, describe the steps you took in carrying out your search. Include such information as how long the various steps took; problems or successes that you had in dealing with search tools and indexes; difficulties you had with the topic; and any other personal comments about your experiences in doing the project.

7. On the due date for Part 1, turn in:

   A) The outline of your search, written according to the Search Project Outline (see reverse for copy of outline).

   B) Article Evaluation Form for each article which you find and skim.

   C) Log or journal describing the search procedure.

Search Project Outline (Part 1)

1. List the topic which you have chosen for the project.

2. List the main question(s), problem(s) and issue(s) involved in the topic you have chosen.

3. Define each important or ambiguous term in the topic. Describe how the topic will be limited, broadened, or focused.

4. List useful keywords or subject areas which may help in your search for information.
   List any related areas, where you might find helpful information on the topic.

5. List the names of all the indexes and search tools which you used in locating articles on your topic.

LIST OF POSSIBLE TOPICS FOR MUSIC THERAPY SEARCH PROJECT

Additional topics must be cleared with
instructor before project is begun.

Positive and negative effects of rock music on adolescents (and others).

The uses of music for relief of pain.

Relationships between music and altered states of consciousness.

Role(s) of music therapy in preventitive medicine.

Effects of auditory environment on fetal and infant behavior.

Practical uses of music (functional music).

Music and politics.

Uses of music to express or elicit emotions.

Relationships among music, musicians, and drug use.

Factors that determine what types of music a person prefers and dislikes.

Applications of music therapy with retarded children and adolescents.

Use(s) of music to control hypertension.

The applications of music therapy in the general hospital setting.

Uses of music therapy in the special education setting.

Music in the treatment of cancer.

Applications of music (therapy) in hospice care.

Applications of music in the treatment of mental illness.

Music therapy techniques and approaches with the deaf and hearing-impaired.

Music and psychoanalytic therapy and theory (The Freudian Connection).

Definitions of "music therapy" - how many published definitions can be found?

The "rhythm band" as a treatment tool in music therapy.

Support or disagree: "Music does things to you whether you like it or not."

Music therapy in the care of elderly persons.

Music therapy in the treatment of chemical dependency and abuse (including alcohol).

Songwriting as a music therapy technique.

Music therapy applications in childbirth.

The use of music in counseling and psychotherapy programs.

Music in the treatment of speech disorders.

Reasons for the popularity and effectiveness of exercise programs to music.

Philosophy and functions of music in the armed forces.

A PARTIAL LISTING OF SEARCH TOOLS AND INDEXES

which may be of some help

INDEX MEDICUS

PSYCHOLOGICAL ABSTRACTS

CUMULATIVE INDEX TO NURSING AND ALLIED HEALTH LITERATURE

NEW GROVE DICTIONARY OF MUSIC AND MUSICIANS

HUMANITIES INDEX

SOCIAL SCIENCES INDEX

MUSIC THERAPY INDEX

MUSIC PSYCHOLOGY INDEX

GENERAL SCIENCE INDEX

SOCIAL SCIENCES AND HUMANITIES INDEX

SOCIAL WORK ABSTRACTS

SOCIOLOGICAL ABSTRACTS

EDUCATION INDEX

EXCEPTIONAL CHILD EDUCATION ABSTRACTS

EXCEPTIONAL CHILD EDUCATION RESOURCES

COMMUNICATION ABSTRACTS

CHILD DEVELOPMENT ABSTRACTS AND BIBLIOGRAPHY

CUMULATIVE INDEX OF HOSPITAL LITERATURE

CUMULATIVE INDEX TO NURSING LITERATURE

HOSPITAL LITERATURE INDEX

MUSIC ARTICLE GUIDE

READER'S GUIDE TO PERIODICAL LITERATURE

ARTICLE EVALUATION FORM

Author(s):

Title of Article:

Publication Information:

Index or search tool used to locate this article:

On each of the five scales below, rate this article, according to your own opinions, by circling the number at the appropriate point on each scale.

IN MY OPINION, THIS ARTICLE:

was extremely interesting					was incredibly boring
+3	+2	+1	-1	-2	-3

Comments:

was out in left field					was very pertinent to the topic
-3	-2	-1	+1	+2	+3

Comments:

was very easy to understand					was impossible to understand
+3	+2	+1	-1	-2	-3

Comments:

was much too deep or broad			was about right			was too limited or shallow
-2	-1	0	+1	0	-1	-2

Comments:

well-supported and thought out					poorly-supported or over-simplified
+3	+2	+1	-1	-2	-3

Comments:

MUSIC 103: INTRODUCTION TO MUSIC THERAPY

Information Search Project (Part 1)

Critique

PROCEDURE: COMMENTS:

1. Choose a topic for investigation.

2. Identify main problem(s) issues question(s)
   "What do I want to know about this?

3. Set limits and define ambiguous terms.

4. Identify pertinent keywords and related subject areas.

5. Refer to proper indexes and search tools.

6. Locate pertinent articles on topic.
   (books acceptable but less desirable)

7. Article Evaluation Forms properly completed.

8. Log or Journal done and submitted.

9. Search Project Outline completed.

10. Additional Comments:

Information Search Project

Outline and Directions

Part 2

1. Identify new issues or new questions which have arisen as a result of your search. If necessary, re-define the scope or focus of the topic on the basis of the information you have found.

2. Select 3-5 articles which have been the most useful to you in gathering information about your topic.

3. For each article used, provide complete bibliographic information (author, title, publication, dates, etc.) and write a brief one or two-paragraph summary of the content and important points of the article. Keep this as brief as possible.

4. On the due date for Part 2, turn in:

   A) A single typewritten sheet listing your topic and any changes you have made to the focus, scope or definition of the topic since you began. Briefly describe the reasons for the changes you have made.

   B) Bibliographic information and content summary for each article you have used.

Part 3

1. Write a 3-4 page (double-spaced, typed) paper on your topic, based upon the information which you have found in your search. This is not a research paper per se. That is, your personal opinions are welcome; but they should be based on the "facts" and information gathered from the articles. Creativity and imagination in the handling of your topic will be greatly appreciated and rewarded. The paper should include a reference list of the articles used in writing the paper.

Sequence. Arrange the elements in a reference entry in the following order:

- Author: all authors of the work, with surnames and initials (not full name) in inverted order
- Title: article, chapter, or book
- Facts of publication:

For journals—journal name in full, date of publication, volume number, inclusive pages

For books—city of publication, publisher's name, publication date.

Punctuation. Use *periods* to separate the three major subdivisions of a reference citation: author, title, and publication data. Use *commas* within the subdivisions (e.g., between date and volume number in a journal entry). Use a *colon* between the place of publication and the book publisher. Use *parentheses* for extensions, qualifications, or interpretations of each subdivision or the entire entry. Punctuate accurately and uniformly, following the examples in Appendix C.

- Periods separate the subdivisions:

Author, J. P. Title of the work. Publication data.

- Commas separate within subdivisions:

Publication data for a journal

American Psychologist, 1973, *28*, 376-384.

Publication data for a book

Academic Press, 1972.

- A colon separates the place of publication and the publisher:

New York: Academic Press, 1972.

- Parentheses extend, qualify, or interpret:

Title entry

Style manual (2nd ed.).

Entire entry

. . . 276-277. (Abstract)

Capitalization. Capitalize entries according to the following:

Journal titles: Capitalize the initial letter of all major words.

Article, chapter, or book titles: Capitalize the initial letter of the first word only. Make exceptions according to common usage, such as capital letters for proper names, German nouns, first word of a title within a title, and first word after a colon or dash.

Italics and quotes. Underline book and journal titles and journal volume numbers to indicate italics. Article and chapter titles are set in roman type without quotation marks.

Source: *Publication Manual* of the American Psychological Association
Second Edition.

Book Two authors Second edition Jr. in name	Strunk, W., Jr., & White, E. B. *The elements of style* (2nd ed.). New York: Macmillan, 1972.	a. If the place of publication is a well-known city, do not give the state. b. Give the publisher name in as brief a form as is intelligible.
Journal article One author	Harlow, H. F. Fundamental principles for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 1962, *55*, 893-896.	
Journal article Two authors Journal paginated by issue	Atkinson, R. C., & Shiffrin, R. M. The control of short-term memory. *Scientific American*, 1971, *225*(2), 82-90.	a. If each issue of a journal starts with page 1, include the issue number after the volume number in parentheses.
Magazine article No author	The blood business. *Time*, September 11, 1972, pp. 47-48.	a. See comments 4a and 4c. b. If there is no author, begin the entry with the title of the work and alphabetize according to the first significant word of the title (in this case, "blood"). c. In text, the parenthetical citation is: ("The Blood Business," 1972).
Newspaper article No author Discontinuous pages	Eight APA journals initiate controversial blind reviewing. *APA Monitor*, June 1972, pp. 1; 5.	a. See comments 4a–c and 5b. b. In text, the parenthetical citation is: ("Eight APA Journals," 1972).
Magazine article Discontinuous pages	Miller, G. A. On turning psychology over to the unwashed. *Psychology Today*, December 1969, pp. 53-54; 66-74.	a. Even though magazines carry volume numbers, identify them by issue date. b. If an article begins in the front and continues elsewhere, give all page numbers and indicate the discontinuity with a semicolon. c. When the volume number is not given, use "p." or "pp." before the page numbers. When volume and page numbers are both given, omit "Vol." and "p." (see Examples 1–3).

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MUSIC 103: Introduction to Music Therapy

Information Search Project

Excerpts from Students' Project Logs

...I was getting pretty desperate at this point...Discovered it was on microfilm - what a hassle!...Well, the library once again doesn't have a journal I need...I think I'm spending too much time worrying about this project. I like doing it, that'a why...this assignment/project is teaching me to be confident in my work, and to be proud of it and believe it to be good...

...I looked through the reference catalogs (or whatever you call them) and found some (not much) information...my main frustration tonight was fighting with the microfilm machines...The hardest part of this whole procedure was the finding of the articles in the different abstracts... I wanted to find sound and solid sources, so I was very particular...

My search began with looking through some of the indexes. It took me about a half an hour before I finally got a hang of how they worked...

Since I had never used the library before, I went right to the card catalog...When I realized this was not working, I went to the info desk...

(Honors Program student:) The search procedure for this paper was excruciatingly annoying! If I had continued to do this much longer, I would switch from wanting to be a therapist to being the patient... Items such as the microfilm and microfiche readers were very useful, but it seemed as if it took a very long time to learn to use them correctly...

...but I couldn't find any articles. I saw a lot on _____, so I decided to change my subject and start over...the first part took about ½ hour because I didn't know where the indexes were or how to use them so I had to ask the librarian...I found that the main articles I was looking for, the library didn't hold the journals - it got very frustrating...

...I also wanted to look in the Music Therapy Index, but the librarian at the Reference Desk told me that they had no such index...
...the most lengthly (sic) step for me in this project was, and still will be, finding the correct tools to use in the library...
...I spent three four-hour days in the library just exploring out information...
...No search tools were used so that in looking through many journals additional background could be found in other articles not directly related to the subject...

...the search tools and indexes were easy to understand and not too hard to find...

INSTRUCTOR'S EVALUATION OF SEARCH PROJECT

This library instruction project was definitely successful both in contributing to the quality of the course (MUS 103) and in meeting the goals of helping students learn to do bibliographic search tasks.

To date, most student reactions have been favorable and have fallen into several categories:

a) students liked the structured nature of the assignment - that a complex task was broken down into comprehensible, manageable steps.
b) students appreciated the expanded choice of topics offered them as well as the opportunity to define the scope of their search and writing.
c) there were a relatively low number of individual inquiries and questions of the instructor about the assignment instructions, an indicator that the written instructions were understandable and easy to follow.
d) according to journals submitted by students, the majority of students started the project early-on in the semester, probably as a result of highly structured directions.

Several interesting observations were made by the instructor concerning students' execution of the assignment.

1) It was easy to identify those students already possessing adequate or outstanding library skills as well as those students (the majority) lacking in such skills, by a quick perusal of Part I assignments.

2) Although students were asked to first formulate questions concerning the topic, and subsequently search for articles, guided by the questions, many students formulated their questions based on what information was located in articles (cart before the horse syndrome).

3) Some students changed their topics due to an inability to locate information quickly and easily pertinent to the original topics. This is a license of convenience not always available to the serious researcher!

The assignment is of definite value and will very definitely be used in the future for this course. There are two very strong recommendations pertinent to the offering of this assignment in the future.

1) Requiring the students to keep a "log" or "journal" of their adventures in the library was useful to the instructor, because the journals provided insight into how students viewed the assignment, levels of student searching skills, and problems with the assignment that needed correcting.

2) Classroom teaching regarding search techniques, library resources, and use of resource materials is essential for students in this course. In the future, as this course is expanded from 1 to 2 credits, class time will be made available so that reference librarians can speak to these issues before students start the project.

PHILOSOPHY AND RELIGIOUS STUDIES

HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY
Philosophy 335
Dr. Jannusch

Library Assignment

One of the requirements of this course is a library project. While a student must complete the library project to receive a grade in this course, the project itself will be graded as extra credit. This means that a conscientious effort will have a positive influence on the final grade.

On Wednesday, September 14, 1983, at 11:00, members of this class are invited to the library to be formally introduced to the available methods and research materials for fulfilling this course requirement. Students should make sure they understand both what the library project entails and how one may go about completing the assignment.

Since this course covers the major developments in Western Philosophy over a period extending from approximately 500 BC to 1400 AD, students will become familiar with the leading thinkers in each century. To aid in this endeavor each student will prepare a simple bibliography consisting of 5 to 10 major philosophical works for each century from the 5th Century BC to the 14th Century AD. Each entry in this bibliography should be on a separate 3 x 5 index card prepared as follows:

Example

Approximate or Exact Date of
the Philosophical Works
265AD (approximate)

Author Plotinus

Title Enneads

Place of Origin Rome (Plotinus studied in Alexandria)

Student's Name Bruce Jannusch

The instructor will make periodical checks to be sure that each student is keeping up with this continuing assignment.

As each student is developing his/her card-bibliography-file, he/she will also be selecting no less than 15 entries (from that card-bibliography file). Students will then construct an annotated bibliography on these 15(+) philosophical works. (An example of how each bibliographical reference should be annotated is attached.)

Note: Not all of the 15(+) philosophical works selected for the annotated bibliography can be read in their entirety. Therefore, some of the requisite information for the annotated bibliographical entries will have to be gathered from secondary sources, i.e., History of Philosophy textbooks, lectures, discussions, professional papers, etc.

DATES TO REMEMBER

During the last week of classes each student will submit both his/her card-bibliography-file and his/her annotated bibliography of 15(+) philosophical works.

The instructor will collate the annotated bibliographies and construct a resource document for future reference. Each student will receive a copy of this document. Each student's individual work will be returned on the occasion of the final examination.

Annotated Bibliography (example)

1. Date of Work: 265 A.D.
2. Author: Plotinus
3. Title: Enneads
4. Place where the work was written or published. Rome
5. Author's Philosophical Heritage:
   Studied in Alexandria 232 A.D.; Taught by Ammonius Saccas; Influenced by Middle Platonism, Gnosticism, the Jewish Scriptures, and Neo-Pythagoreanism; He came to conclude that the transcendent mind of God is the source of all being.
6. Influences the work had on other philosophers:
   Reality is understood spiritually rather than rationally or physically; St. Augustine translates Plotinus' world view into Christian theology; John Scotus Erigena presents (Plotinus) Neo-Platonic Mysticism as the fundamental element in Christianity.

Date: Dec. 5, 1983

To: Eugene A. Engeldinger and Barbara R. Stevens

From: Bruce Jannusch B.J.

Re: Wrap-up session of THE workshop

Enclosed please find a copy (as distributed) of my Library Assignment for Philosophy 335--History of Ancient and Medieval Philosophy.

Things that pleased me about this assignment.

1. It did get students into the library.
2. It did provide a basis for students to use as a "common denominator" in this course. (They could ask each other "How far are you?")
3. A rather wide ranging set of notations were gathered by the students. Far more than I expected.
4. Approximately 85% of the students took the assignment very seriously although it was graded as extra credit.
5. The library staff were reported to have been extremely helpful to students. It was not a "turn-off" assignment.
6. I anticipate constructing an interesting Bibliography (annotated) from the efforts of these students. When I say "interesting" I mean interesting for the students.
7. Students indicated, from time to time, that they found names and works by/of persons they had studied in other classes surfacing in this course assignment. I like the idea of interfacing with other disciplines.

Things that didn't please me about this assignment.

1. My work isn't finished. I've got to put together a comprehensive annotated bibliography during exam week.
2. I don't know what use non-(philosophy) majors and minors will put the product(s) of this assignment to. (Sorry Wilma!)
3. Perhaps our (Eau Claire) students are not prepared to face the degree of complexity (in the history of philosophy) that this assignment points toward. (Questions such as, "How can anyone make sense out of all that?" were not uncommon.)

Religious Studies 110

Introduction to the Study of Religion

Library Assignment on Unit on Mythology

In this unit we have been studying mythology as it is defined and understood in the academic study of religion. Throughout the semester we have also studied several myths, such as the White Buffalo Cow-Woman myth in Black Elk Speaks. Your library assignment for the semester in this course will involve further study of the topic of mythology.

To complete this assignment, you should find one short myth from any religious tradition that you want to study further. Once you have selected the myth you want to study, you should do research on that myth, finding various different versions of the myth and various scholarly and traditional interpretations of the myth. These materials will be the basis of a short library research paper on this topic. Finally, you should apply the definition and interpretation of mythology that we derived in this unit of the course to the specific myth you studied. To complete this last portion of the assignment you should discuss whether or not the definition of mythology developed in this course fits the myth you studied, explaining why or why not.

Guidelines:

1) Follow all requirements for paper format and correct grammar given in previous assignments.
2) Use at least four library sources in addition to course textbooks.
3) Suggested length: 4-6 pages.
4) Attach a xerox copy of the myth you are studying taken from the book in which you found the myth.

REPORT ON LIBRARY ASSIGNMENT

Religious Studies 110

The assignment was intended to accomplish two things as I set it out. Students were (1) to investigate some topic we had not covered extensively, or in some cases, at all, in class readings and lectures, and (2) to encourage further thinking about myth and ritual and their interrelationship. Myth had been studied as sacred story and paradigmatic model; and ritual as reliving the sacred story and I wanted students to see this relationship in other contexts than those we had studied.

I chose ten possible topics (for 41 students) to minimize the time spent finding a suitable topic. I wanted students to study materials from representative samplings of major world religions, as we had done throughout the semester. I also, except for the first pair, chose the ritual corresponding to the myth in each religion. I had hoped at least those students studying ritual might notice that the ritual they were studying was based on a myth. Another criterion for choosing topics is that quality material was readily available in every case.

Though I have not yet read all the papers (they were due last Friday), thus far I am fairly disappointed. These disappointments are most intense regarding the intellectual quality of the work produced, though mechanical problems abound as well. I do not know if it is possible to correct these problems without diverting significant class time from course content to units on how to footnote, how to find good sources, etc. This I am not willing to do. As with writing across the curriculum, I am willing to reinforce and demand use of basic writing (and this case research) skills in my courses, but I am not willing to teach them. The difference is that writing skills are, for the most part, developed to the point that such demands and reinforcements work, whereas library skills don't seem to be that developed.

Now for the sad list!

(1) Mechanics of writing a library paper were often lacking in the extreme. I received papers without footnotes or bibliography.

(2) Choice of sources in many cases seemed to be with the aim of meeting the minimum criterion of finding four sources. The question of whether these sources had a lot to say did not often seem to be asked. Furthermore, as I indicated earlier, the assigned topics were chosen partly because there is so much good material readily available on each of them.

(3) Finally, in some ways, the most disappointing aspect of the papers received was the lack of intellectual discovery and excitement manifested in them. The attempt to correlate their library research with the hypotheses developed in the course were extremely mechanical and rote for the most part.

At this point I have again drawn the conclusion, on which many of my earlier decisions about writing assignments had been made, that perhaps library assignments are not appropriate for lower division courses, at least until entry level skills regarding the use of the library are at a more appropriate level.

PHYSICAL EDUCATION

KINESIOLOGY PE 304

Term Project

A. Topic Selection

1. The topic should be selected from the skills of a sports activity that you are most interested in teaching during your professional years.

2. Only one skill from the sport should be selected to be analyzed. If the skill you are interested in is still long lasting, delimit it further to the most important part of the skill that you are concerned about. (Example: A pulling guard in football setting up for pass protection. Don't analyze the running movements if you are most interested in arm and leg stance during the actual blocking skills.)

3. All projects are to be typed and placed neatly in an appropriate folder.

B. Sections to be included in Term Project

1. Description of the basic movements of your sports skill. Include a brief description of the major agonistic muscles used in sequence throughout the most important parts of the movement.

2. A brief discussion of the mechanical principles that are of major importance to the execution of this skill.

3. A list of key points that must be used in teaching or correcting an athlete working on this skill.

4. A list of possible errors a coach should look for in the performance of a novice athlete and ways they can be prevented or corrected.

5. A bibliography of at least five (5) library sources.

Summary of Kinesiology

Fall Semester, 1983

Instructor -- Tom Prior

The library research aspect of our Kinesiology Project devoted to a specific sports skill of the students choosing was greatly enhanced this year. The discussion on how to develop a search plan presented by Ms. Barbara Stevens to the class seemed to open different options to the better student in terms of sources other than usual textbooks. By having been through a search in our seminar, I as the instructor felt more competent in offering suggestions in which indexes they might start their search.

In general I had better sources included in the bibliographies of most papers. However, some sports activities were so novel that little or no research studies had been completed on them. Some prominent activities surprisingly have not had research studies done on them. In some cases, the research studies that have been accomplished were so specific that they were of little use to a student trying to research the scientific laws and muscles utilized in a general sports activity.

In the future I believe a standard research topic for the entire class would be a good experience so that all can experience the finding of effective research studies. After this exercise is completed, then each student would be encouraged to research their own activity. They could better tell which articles are appropriate and if they have gone deep enough into the appropriate indexes to be certain that there may not be any studies done on their activity.

POLITICAL SCIENCE

LIBRARY ACROSS THE CURRICULUM: PROJECT
MICHAEL FINE

While the seminar leads me to use greater library resoures in each of my courses, this project is designed for my most advanced course, Political Science 355, Urban Politics.

Course:
This course is an upper division, General Education course. It is populated primarily with Political Science, Public Administration, and Criminal Justice majors. Most of the students are seniors; most have had a more introductory course on this topic (State and Local Government); and most of the students are taking other upper division social science courses at the same time they are taking this one. Thus the writing and library skills developed here are applicable to other courses.

The students are given four, equally weighted grades: 1) an essay midterm on the first seven weeks when I lecture, 2) a participation grade which reflects seminar participation in the second half of the semester, 3) a term paper on an assigned topic, and 4) an essay final. Approximately half the term papers are policy analysis papers. The students are asked to find the most recent policies in a given area of urban politics and evaluate it. The other half of the papers are historical and theoretical analyses of urban problems.

Project:
Few of the students in this course have developed library skills. The proposed project therefore has three parts:

1)After assignment of paper topics and a few weeks of lecture, I would ask one of the seminar directors to take at least one half of a three hour night class to give a general review of the major library resources for political science. I would particularly want to review the major holdings of Government Publications which might relate to this course.

2)The entire class will be taken to the library for part of a day to be shown how to find a federal law and trace its history in committee. Those students doing policy analysis papers will be required to use this process in their paper preparation. They will be required to hand in a list of laws relating to their policy and a list of citations of committee hearings on these laws. These will be due three weeks before the paper is due.

3)Another hour of class time will be spent with library staff instructing the class on bibliographical search. The students not doing policy analysis will be required to do an annotated bibliography of five books on their paper topics (published since 1970). These will also be due three weeks before the papers are due.

Goals:
Few students come into my courses with the library skills necessary to complete the assignments in "2" and "3" above. Thus I have a variety of goals:

1) Generally, we want to better acquaint the student with the range of library resources.

2) Use of Government Publications requires practice. Hopefully, recurring use of this assignment will develop shortcuts for me to pass along to students in the use of these resources. This assignment will help me keep up with the frequent changes in policies for local governments.

3) Our library is badly outdated in many of the policy areas used in this course. The bibliographical part of the assignment will guide me in ordering new books for this course, while getting the students more used to using interlibrary loans.

LIBRARY EXERCISE

University of Wisconsin-Eau Claire
Wm. D. McIntyre Library

POLITICAL SCIENCE #355 - "Urban Problems and Politics"

DOCUMENTS EXERCISE

My topic is ____.

GOVERNMENT DOCUMENTS

I. Look in the subject index of the Monthly Catalog of U.S Government Publications for a document on your topic.

  A. Give the complete citation for the document.

  B. What is the SuDocs number for this document?

  C. Does the library own it?

II. Look in the subject index of the CIS Index and Abstracts for a document on your topic.

  A. Give a complete citation for the document.

  B. What is the SuDocs number for this document?

  C. Does the library own it?

CITATION EXAMPLE

author (government agency)
U.S. Department of the Interior. Geological Survey.
title → Mineral Resources of the Dolly Sods Wilderness Area, Grant, Randolph, and Tucker Counties, West Virginia.
Washington, D.C. Government Printing Office, 1980.
place of publication publisher date of publication

Evaluation of this Exercise

While doing this exercise, I learned something I did not know about:

WHAT

1) the card catalog ____________________

2) the Library of Congress Subject Heading books ____________________

3) periodical indexes ____________________

4) the periodical printout ____________________

5) documents ____________________

6) Should other students be exposed to the library in this way? yes ________ no ________

Explain: ____________________

LIBRARY EXERCISE

University of Wisconsin-Eau Claire
Wm. D. McIntyre Library

POLITICAL SCIENCE #355 - "Urban Problems and Politics"

My topic is ____.

BOOKS

Look in the SUBJECT card catalog for a book on your assigned topic. (If you do not find your subject in the catalog, consult the Library of Congress Subject Headings located near the card catalog or at the Reference Desk for appropriate subject headings.)

I. SUBJECT CARD CATALOG

A. Find a book on your subject in our collection.

1) Give a complete proper citation.

2) What is the call number?

B. Find two reviews of this book and give proper citations for each review (use Book Review Digest and/or Book Review Index).

1)

2)

MAGAZINE OR JOURNAL ARTICLES

II. Scan the list of periodical indexes and abstracts.

A. List three indexes or abstracts which might reasonably seem to contain material on your subject.

1)

2)

3)

B. From two of them find an article on your subject.

1) Give a proper bibliographic citation for the article.

   a)

   b)

2) In which index or abstract was it found?

   a)

   b)

3) What was the subject heading used?

   a)

   b)

C. Use the "Periodical Holding List".

1) Does the library own the journal cited above?

   a)

   b)

2) On which floor is it located?

   a)

   b)

3) Is it on microfilm, microfiche or in paper?

   a)

   b)

CITATION EXAMPLES

Citation styles differ. Below are examples from Turabian's Student Guide. Variations can be found in Form & Style and MLA Style Sheet. Your teacher will decide which is preferred.

Books:

title ↓

author → Morgenthau, Hans J. In Defense of the National Interest.
New York: Alfred A. Knopf, 1952.
↑ place of publication ↑ publisher ↖ date of publication

Journals:

title ↓

author → McElvanine, R.S. "Jimmy Carter: Populist or Politician?"
Intellect 106 (April 1978): 368-71.
↑ title of journal ↖ volume ↖ date ↖ pages

BASIC REFERENCE SOURCES

University of Wisconsin-Eau Claire
Wm. D. McIntyre Library

POLITICAL SCIENCE #355 - "Urban Problems and Politics"

INDEXES AND ABSTRACTS

America: History and Life. V. 1, no. 1-, July 1964-. Santa Barbara, Calif., American Bibliographical Center - Clio Press, 1964-. Quarterly with annual and five-year indexes. (Index Table 4A)

Issued in four parts:
- A - Article Abstracts and Citations (3/year) with author and subject indexes in each issue
- B - Index to Book Reviews (2/year), arranged by author with title and reviewer indexes in each issue
- C - American History Bibliography
- D - Annual Index with separate subject, author, book title and reviewer sections

Standard bibliographic source for the study of American history, abstracting articles dealing with the history and culture of the United States and Canada from prehistory to the present. Covers approximately 2,000 journals in more than 30 languages. Abstracts (part A) are grouped by subject into six broad regional and chronological categories. Quarterly author and subject indexes in Part A cumulate annually in Part D. American History Bibliography (Part C) provides an annual bibliography of articles appearing in Part A and Book Reviews from Part B with the addition of doctoral dissertations.

Business Periodicals Index. V. 1, 1958-. New York, Wilson, 1960-. Monthly except August with annual cumulations. (Index Table 3B)

Subject index to English-language business periodicals, covering general business, management, advertising, economics, banking and finance, insurance, computer technology, and related fields, as well as specific businesses, industries and trades. Monthly issues cumulate quarterly and annually. Separate section of citations to book reviews appears at end of each issue.

CIS Index and Abstracts. 1970-. Monthly with annual cumulations. (Docs. Index Table)

Indexes much of the work of Congress which takes place in the hearings of over 300 Congressional committees and subcommittees. This committee information includes: results of research by Congressional committees; testimony of expert witnesses; recommendations and conclusions of inquiries into federal bills, laws, and investigations; legislative histories of public laws; and similar information on many topics. Indexes provide access by subject, name of the committee or subcommittee chairman, names of witnesses who provide information, and the bill, report, or document number. Once an entry is found in the index its entry number is located in the abstract section where a complete bibliographic citation and summary are found.

Environment Index. V. 1-, 1971-. New York, Environment Information Center, 1972-. Annual. (Reference Z 5322 .E2 E57)

Annual listing of significant print and non-print materials covering all major areas of the environment, including air pollution, environmental education, land use, solid waste, transportation, and wildlife. Includes a list of new books and films; an overview of the year's events, legislation, and conferences; a directory of pollution control officials; a list of environmental control patents; and author, geographic and subject indexes to current documents and periodical articles. Serves as a cumulative index to the Center's Environment Abstracts.

Geo Abstracts, Sections A-F. (Norwich, Eng., Univ. of East Anglia) 1972-. Each section published 6 times a year, with annual indexes. (Index Table 6B)

Formerly titled: Geographical Abstracts 1966-1971

Comprehensive, world-wide coverage of books and articles of interest to professional geographers. Abstracts arranged by subject within six (A-F) separate topical volumes: A. Landforms and the Quaternary, B. Climatology and Hydrology, C. Economic Geography, D. Social and Historical Geography, E. Sedimentology, F. Regional and Community Planning. Annual regional and author indexes for each section (A, B, C, D, E or F) appear in back of the respective sectional volume. Annual cumulative author and keyword subject indexes for all sections in separate index volume refer to abstract number in abstract volume (A-F) of the index.

Index of Economic Articles in Journals and Collective Volumes. V. 1-, 1886/1924- Homewood, Ill., R. D. Irwin, 1961-. Annual. (Index Table 3B)

Lists articles in English from approximately 140 of the major economics journals in various countries. It is arranged by a detailed classification scheme which is detailed at the beginning of each volume. Each volume contains an author index. Beginning with the 1960-63 volume it indexes articles appearing in collections such as conference reports and papers, collected essays, Festschriften, Congressional Committee hearings and special committee reports for the U.S. and Canada, and collected books of readings. Geographic descriptors appear in brackets at the end of any article entry where the article cites data from or refers to a particular country or area.

Index to Legal Periodicals. V. 10-, 1952-. New York, Wilson, 1955-. Monthly with quarterly, annual, and three-year cumulations. (Index Table 3B)

Subject index to some 350 English-language legal periodicals with selective indexing of annuals, yearbooks, and related legal materials. Primarily an author and subject approach, but also includes a table of cases, table of statutes (since Nov. 1980), and book review index. Cases also classified in subject portion of the index. Monthly issues cumulate quarterly, annually and after three years.

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International Political Science Abstracts/Documentation Politique Internationale. 1951-. International Political Science Association. Paris. 1951-. (Reference JA 36 .I5)

Over 5,000 abstracts are included each year selected from 650 periodicals, almanacs and yearbooks concerning political science. These international sources are printed in many languages but the abstracts are in English for English language articles and foreign language publications are abstracted in French. Each issue has a subject index which is cumulated annually; an author index appears in the last issue of the year.

Monthly Catalog of U.S. Government Publications. 1895-. Monthly with annual cumulations. (Docs. Index Tables)

172L

Although the most complete index to U.S. government documents, not all government documents are included as many administrative documents and confidential materials are not included. The Monthly Catalog provides the basic bibliographic information as well as the Superintendent of Documents classification number which is used to locate material on the shelves. It is divided into two sections: entries and indexes. There are four different indexes: author, title, subject and series/report index. Since the indexes provide little information about the documents other than the entry number assigned, it is necessary to use the entry number to find the complete entry in the entry section.

Newsbank. 1970-. Monthly with quarterly and annual cumulations. (Newsbank Table adjacent to reference stacks)

Curr topics

Monthly service providing microfiche copy of news and feature articles in the field of urban and public affairs selected from over 100 newspapers nationwide, including the New York Times, the Washington Post, and numerous local and regional newspapers. Covers such public policy areas as education, health, environment, consumer affairs, and employment. Monthly name and detailed subject indexes to the fiche cards cumulate quarterly and annually. Particularly useful for current material on specific, localized events.

Pollution Abstracts. V. 1, no. 1-, May 1970-. Wash., D.C., Cambridge Scientific Abstracts, 1970-. Bi-monthly. (Index Table 6B)

Provides international coverage of technical literature on the environment, including technical journals, conference proceedings, books, papers and government reports. Subjects include air pollution, toxicology, waste management and other related environmental topics. Entries classified by broad topical area and include a short abstract of the item. Author and subject indexes with each issue cumulate annually in separate volume; indexes refer to abstract number in abstract portion of the index.

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Public Affairs Information Service (PAIS). Bulletin. V. 1-, 1915-. New York, Public Affairs Information Service, 1915-. Semi-monthly with three quarterly and annual cumulations. (Index Table 1B)

Subject index to literature relating to economic and social conditions, public policy, contemporary public issues, international affairs, government, and public administration. Includes books, pamphlets, government documents, reports of public and private organizations and some 1,000 English-language periodicals published throughout the world. Emphasis is on factual and statistical information. Semi-monthly issues cumulate in three quarterly issues and a permanent annual volume. Primarily a subject index, but beginning with 1976-7 volume, annual cumulation also provides author index.

Includes Documents as well as periodicals etc.

Readers' Guide to Periodical Literature. V. 1-, 1900-. New York, Wilson, 1905-. Semi-monthly with annual cumulations. (Index Table 1A)

Author/subject index to some 160 general interest periodicals published in the United States. Particularly useful for very current material on most any subject. Includes reviews of dance, drama, ballet, motion pictures, operas, and TV programs in main body of the index with a separate section of citations to book reviews at end of each issue. Semi-monthly issues cumulate quarterly and annually. Five and ten-year cumulations provided since 1959 by the Cumulative Index to Periodical Literature with two, three or five-year cumulations prior to 1965. Perhaps the best-known of the periodical indexes.

Social Sciences Index. V. 1, no. 1-, June 1974-. New York, Wilson, 1974-. Quarterly, with annual cumulations. (Index Table 4A)

Formerly titled: Social Sciences and Humanities Index 1966-1974
International Index to Periodicals 1907-1965

Author/subject index to periodicals in the fields of sociology, psychology, anthropology, political science, geography and related subjects. Quarterly issues cumulate annually. Separate section of citations to book reviews in the social sciences appears at end of each issue. Prior to 1974, indexes humanities subjects as well as social sciences.

Sociological Abstracts. V. 1, no. 1-, Jan. 1953-. New York, Sociological Abstracts, 1953-. Currently 5 issues per year. (Index Table 3A)

Abstracting journal covering a broad range of sociological and social science periodicals in many languages. Entries arranged by broad subject areas and include a brief summary of the article. Author and subject indexes provided each issue with annual cumulative indexes in last issue for the year. Contains occasional supplements of abstracts of papers presented at national and international sociological meetings.

ENCYCLOPEDIAS AND SUMMARY REPORTS

International Encyclopedia of the Social Sciences. David L. Sills, ed. (N.Y.), Macmillan and the Free Press, (1968). 17 v. Biographical supplement v. 18 publ. 1979. (Reference H 40 .A2 15 1-17, Suppl.)

More than 1,000 social science scholars from all over the world have contributed to this 17-volume work devoted to concepts, principles, theories and methods in such social sciences disciplines as psychology, sociology, geography, history, economics, political science, and others. Entries emphasize the analytical and comparative aspects of a topic rather than the historical and descriptive. Major topics consist of a series of separate, but related, articles; also includes some 600 biographies of persons whose writing and research have had an impact on the social sciences. Articles are signed and include a bibliography of works cited in the text and suggestions for further reading. Biographical entries also contain a list of works by the biographee. Volume 17 is a detailed subject index to volumes 1-16; volume 18 is a biographical supplement including an additional 215 significant social scientists. Representing the social sciences in the 1960s, the International Encyclopedia was designed to complement, not supplant, the earlier Encyclopaedia fo the Social Sciences.

CQ Weekly Report. V. 11-, 1953-. Washington, D.C., Congressional Quarterly, 1953-. Weekly. (Reference JK 1 .C15)

Weekly news service offering factual, nonpartisan summary reports on all aspects of Congressional activity. Covers major issues, committee activities, floor action, and the status of major legislation, including roll-call votes and summaries of bills before Congress. Weekly index cumulates quarterly and annually with cumulations including a number of special indexes on all aspects of legislation. Materials contained in the Weekly Report is summarized annually as CQ Almanac.

National Journal. V. 11-, 1979-. Washington, D.C., Government Research Corporation, 1979-. Weekly. (Reference JK 1 .N28)

Weekly summary of federal policymaking and activities, reporting on the White House, federal departments and agencies, Congress and the Courts. Includes both in-depth and brief news reports on federal policy, national issues, roll-call votes, parties and elections, and the history of major bills, many with charts and other supporting documentation. Weekly name, organization and subject indexes cumulate biennially. Similar to CQ Weekly Report but with more emphasis on the workings of federal agencies and the executive branch.

United States Law Week. V. 37-, July 1, 1968-. Washington, D.C., Bureau of National Affairs, V. 37-. Weekly. (Reference KF 175 .U5)

This important reference tool comes in two volumes. One contains all the United States Supreme Court decisions as well as other actions taken by the Court, such as agreeing (granting certiorari) or refusing (denying certiorari) to review cases appealed to it. It also contains an index and a journal of cases appealed to and docketed with the Court. The second volume publishes what the Bureau considers important recent federal and state court opinions, often printing only part of the opinion. A Statute Section contains public laws passed by Congress which the editors believe to be of importance or general interest.

UWEC
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Eau Claire, Wisconsin 54701

Department of Political Science

Gene Engeldinger prepared the attached library assignment for my Urban Politics (Political Science 355) course after consulting with me about the needs of this upper division course. Nineteen juniors and seniors, primarily Criminal Justice, Political Science, and Public Administration majors, took the course. The assignment was done in the sixth week of the semester. The goals of the assignment were to: 1) better acquaint the students with library resources, 2) aid in the preparation of an annotated bibliography which the student is to prepare in conjunction with a course term paper, and 3) allow me to prepare an ongoing list of annotated books for future use in sections of this course. While the library assignment met with some enthusiasm by the students, I will not be able to fully evaluate its utility until the end of the semester when term papers with those bibliographies are graded.

Initially, I found the assignment to produce a greater than usual number of queries from students about library resources. Many of these I found I could not answer, but I suspect that they led the student back to the library more frequently than usual. I had always required a rough outline of an "end of the semester" term paper by the sixth week of the semester, preliminary to discussions of term paper topics in the latter half of the semester. While I suspect there was more preliminary work than usual, there was no change in quality of these outlines. To push up some of the preparation, next semester I will require the list of books for annotation by the due date for the outline.

As the semester wore on, I suspect that students reverted to old library habits while actually doing their term papers. This might be corrected by spending an additional hour later in the semester in which I would return to the completed library assignment to better instruct the student on preparation of annotations and proper incorporation of these annotations in the term paper.

In sum, I would say that the library project was a valuable addition to the course and I will use it again.

Michael Fine
Assistant Professor of Political Science

Accepting the Challenge of Excellence

PSYCHOLOGY

315/KH/8-83

INDUSTRIAL PSYCHOLOGY LIBRARY ASSIGNMENT #1

This exercise is designed to show how the library can be used to gather information about persons whose names are cited in the text. Each of you will be assigned one of the six persons listed below. Three are current (c) and three of historical (h) interest.

c	Marvin D. Dunnette
c	Fred Herzberg
c	Paul M. Muchinsky
h	Hugo Munsterberg
h	Walter D. Scott
h	Frederick W. Taylor

For the three "current" psychologists, use the

Directory of the American Psychological Association, 1981 Edition. (BF/30.A49/1981)

Appropriate college catalogs, if necessary (on microfiche across from Reference Desk)

Any of the biographical sources shown on the green sheet given to you in class (or the post near the card catalog).

and tell me:

- The person's full name, date of birth (if available), where they currently are teaching, where they were educated, when they became a professor (year), and any notable publications or achievements.

For the three "historical" psychologists, use any of the references found in section B on the green sheet and provide a brief, one paragraph summary of the achievements of this person that warrants their inclusion in the text. In both cases, cite references, using the APA Publication Manual format for references (BF/76.7/A4.6/1974).

INDUSTRIAL PSYCHOLOGY LIBRARY ASSIGNMENT #2

The purposes of this exercise are to: 1) acquaint you with the chief sources of information concerning I/O psychology, 2) have you select and examine an area of actual/potential interest, and 3) help you to produce an assignment which would meet the standards set by most faculty.

On page 9 of the text, these six fields of I/O psychology are described: personnel, industrial relations, organizational behavior, organization development, vocational and career counseling, and engineering psychology. Read the description in the text and choose the one field that you find most interesting.

1. Find the Annual Review of Psychology (on reserve). List the reviews within the last 10 years which are most relevant to your choice. Instead of looking through each one, check the cumulative indices, found in each volume. (Use APA style.) What are 2 or 3 of the major issues which are of current inteerst in this field? Describe them in a paragraph.

2. Find the Psychological Abstracts and the Business Periodicals Index (1st floor reference). Using the appropriate descriptions, find a recent article related to your field of interest which can be found in our library (see the listing on the 2nd floor). Using APA style, write the bibliographical citation for this article and a 1-3 paragraph summary of it. In writing this summary, for each paragraph begin with a topic sentence which tells the reader what the paragraph is about. Follow this with three to five sentences which expand this topic sentence. Finally, end with a summary or concluding sentence; in the last paragraph this should be an evaluation of the value of this article for demonstrating the typical research in this field. Does it cover one of the major issues you listed above?

3. List three periodicals available in our library which are most relevant to the field you have chosen in #1 above. Do not select those which have been discontinued or for which we have no current issues. You will likely have to check through the topics of Personnel Management, Business and Industry, Management, and perhaps Psychology and Psychiatry, and then look at recent issues.

KH/10-83

LIBRARY ASSIGNMENT

Assume that you are to graduate at the end of this academic year and you are now developing a job-seeking program. Use the resources available at the library (or elsewhere if you know where to look) to answer the following questions. I hope that by completing this exercise, you will be better prepared to present yourself as an attractive, potential employee in your job interviews.

1. Using the job title that best describes the position you seek, look through the *Occupational Outlook Handbook* to find the estimated need (# openings) in the next few years. How does the number of openings compare to your beliefs about the availability of a job? Write a paragraph describing your observations and conclusions.

2. Choose 2 companies that are likely to have openings for the job you described above, and:

   a) Using the annual reports for these organizations, briefly describe how either *one* of them is organized and some recent developments (last 3 years) in terms of products, growth, acquisitions, etc. Describe these in two-three paragraphs.

   b) Look through *the Business Periodicals Index* or the *F S Index of Corporations and Industries* and cite two articles regarding one (not the same one as in a) company. Read these articles and briefly summarize them in one page or less.

   c) Using *NY Times* or *Wall Street Journal*, find some recent information that you would find useful to know when being interviewed for a position with that company (use either of the ones above). What makes this information useful for you when applying for a job? Briefly tell what you found, where, and why this is useful in one page or less.

3. If you plan to enter a monastery, drop out, or attend graduate school for the next decade and haven't chosen a career, for purposes of this exercise, use the job of market researcher, compensation analyst or personnel specialist at Honeywell, 3M, Heileman's, Pillsbury, General Mills, or any other corporation having annual reports on file in the library.

EVALUATION OF LIBRARY INSTRUCTION PROJECT

The way to a student's heart is through his or her ego. Of the three assignments, the clear favorite of the students was the third, simply titled "Library Assignment" on the accompanying sheets. In this assignment, students gathered information about the job market related to their career choice, examined annual reports of potential employers, and checked through recent periodicals for information regarding those potential employers. Some commented how it made them do what they know they should be doing about plans after graduation, while others expressed amazement that so much information about specific corporations could be found in the library.

The least favorite assignment was the first, where students gathered biographical information regarding recent and historical figures in industrial psychology. Some students felt that they had learned to use the reference library at this level in their first English course. Others found it less "relevant" to their concerns.

My favorite, but the student's second choice, was the second assignment, where the field of industrial psychology was examined, hopefully with a match between area of specialization and the interests of the student. Alas, one major fault with this project is that not all of the students are majoring in psychology, let alone industrial psychology. I should have considered this when designing the project.

If I would (and I will) use parts of this assignment next year, I promise not to:

1. Ask for American Psychological Association form for citing a reference. The book which provided examples was often missing from the shelves. Besides, I don't think it is the best style.

2. Assign students to look for a single book, such as the Occupational Outlook Handbook. It was often misplaced, so that it became a treasure hunt, rather than a library usage experience.

3. Assume students will ask the librarian for help if they can't find something after looking several times. I will tell them to ask the librarian, or point to other places where reference material might be found (government periodicals, placement office).

- Ken Heilman

B. Peden Psychology

1. Examine page 4 entitled "Divisions of the American Psychological Association." Indicate which of the five areas most appropriately characterizes your general interest in psychology.

    1. work with individuals
    2. work with institutions
    3. laboratory and quantitative psychology
    4. social development and social psychology
    5. other specialized areas of interest

2. Indicate which subarea most appropriately characterizes your specific interests in psychology: ____________________

3. Indicate the most important kinds of research performed by psychologists in your subarea. To help you focus your question, you may find it helpful to look at either:

    A. Eysenck, H. J. and others. (1972) Encyclopedia of Psychology. 3 volumes. Call numbers: ____________________

    B. Wolman, B. B. (1973) Dictionary of behavioral science. Call numbers: ____________________

    C. Research questions: ____________________
    ____
    ____
    ____

4. Locate the Thesaurus of Psychological Index Terms in the library. There are sections for key words and terms. On the basis of your answer to the previous question, identify terms for each of the following sections:

    A. The Relationship Section

    (1) broader ____________________
    (2) narrower ____________________
    (3) related ____________________
    (4) used for ____________________

    B. The Alphabetic Section

5. Locate Psychological Abstracts in the library.

    A. Indicate the major categories in the Table of Contents most appropriate for your specific interests in psychology:

    ____

    B. Use the Index and Cumulative Index to reference an article on your topic. That is, reproduce the citation in the index.

    ____
    ____
    ____
    ____

C. Does the library contain the article? (Yes or No). Reproduce citation in the appropriate APA reference style.

6. Use the card catalog to locate the Annual Review of Psychology. Correctly reference the most recent review of your topic.

(1) Call numbers:

(2) APA format:

7. Locate the list of periodicals.

A. Indicate the name and location of three journals most appropriate to your interest.

(1)
(2)
(3)

B. Locate each journal and briefly summarize its editorial policy.

(1)

(2)

(3)

C. Rank-order the three journals in terms of prestige and quality. Justify your answer in the space below.

Rank 1
Rank 2
Rank 3

8. Use the card catalog to identify the name and call number of at least two hardbound series of books pertinent to your interests. For example, page 5 provides some examples of hardbound series of books. Note that there are many other hardbound series and that some of these on the list will not be in the library.

    1. Name: ____________________

       Call Numbers: ____________________

    2. Name: ____________________

       Call Numbers: ____________________

9. Use the card catalog to identify the name and call number of at least two textbooks pertinent to your interests.

    1. Name: ____________________

       Call Numbers: ____________________

    2. Name: ____________________

       Call Numbers: ____________________

DIVISION OF AMERICAN PSYCHOLOGICAL ASSOCIATION

1. Work with Individuals

Clinical Psychology
Counseling Psychology
Rehabilitation Psychology
Psychotherapy
Psychological Hypnosis
Mental Retardation
Child and Youth Services
Behavioral Medicine

2. Work with Institutions

Consulting Psychology
Industrial and Organizational Psychology
Educational Psychology
School Psychology
Psychologists in Public Service
Military Psychology
Society of Engineering Psychologists
Consumer Psychology

3. Laboratory and Quantiative Psychology

Experimental Psychology
Evaluation and Measurement
Physiological and Comparative Psychology
Experimental Analysis of Behavior
Psychopharmacology

4. Social Development and Social Psychology

Developmental Psychology
Personality and Social Psychology
Society for the Psychological Study of Social Issues
Community Psychology
Adult Development and Aging
Population and Environmental Psychology
Psychology of Women

5. Other Specialized Areas of Psychology

General Psychology
Teaching of Psychology
Psychology and the Arts
Philosophical Psychology
History of Psychology
Humanistic Psychology
Psychologists Interested in Religious Interests
State Psychological Association Affairs

There are many different areas of psychology. This listing of the 35 divisions of the American Psychological Association will give you an idea of the variety of subfields within psychology.

Page 5

Research Annuals in the
BEHAVIORAL SCIENCES

Advances in Behavioral Medicine
Series Editors: Edward S. Katkin, *State University of New York at Buffalo* and Stephen B. Manuck, *University of Pittsburgh School of Medicine*

Advances in Descriptive Psychology
Series Editors: Keith E. Davis, *University of South Carolina* and Thomas O. Mitchell, *Southern Illinois University*

Advances in Development and Behavioral Pediatrics
Series Editors: Mark Wolraich and Donald K. Routh, *University of Iowa*

Advances in Early Education and Day Care
Series Editor: Sally Kilmer, *Bowling Green State University*

Advances in Family Intervention, Assessment and Theory
Series Editor: John P. Vincent, *University of Houston*

Advances in Human Psychopharmacology
Series Editors: Graham D. Burrows, *University of Melbourne* and John S. Werry, University of Auckland

Advances in Law and Child Development
Series Editor: Robert L. Sprague, *University of Illinois*
Associate Editor: Kenneth M. Slaw, *University of Illinois*

Advances in Learning and Behavioral Disabilities
Series Editors: Kenneth Gadow and Irv Bialer, *State University of New York-Stony Brook*

Advances in Mental Retardation and Developmental Disabilities
Series Editors: Stephen E. Breuning, *Western Psychiatric Institute and Clinic, University of Pittsburgh School of Medicine*, Johnny L. Matson, *Northern Illinois University* and Rowland P. Barrett, *Western Psychiatric Institute and Clinic, University of Pittsburgh School of Medicine*

Advances in Motivation and Achievement
Series Editor: Martin L. Maehr, *University of Illinois*

Advances in Psychophysiology
Series Editors: Patrick K. Ackles, J.P. Richard Jennings, *Western Psychiatric Institute and Clinic, University of Pittsburgh School of Medicine* and Michael G.H. Coles, University of Illinois

Advances in Reading/Language Research
Series Editor: Barbara Hutson, *Virginia Polytechnic Institute and State University*

Advances in Special Education
Series Editor: Barbara K. Keogh, *University of California-Los Angeles*

Advances in Substance Abuse: Behavioral and Biological Research
Series Editor: Nancy K. Mello, *Harvard Medical School-McLean Hospital*

Advances in the Behavioral Measurement of Children
Series Editor: Roslyn A. Glow, *University of Adelaide*

Annals of Child Development
Series Editor: Grover J. Whitehurst, *State University of New York-Stony Brook*

Annual Review of Health Education and Promotion
Series Editor: William B. Ward, *University of South Carolina*

Biocultural Perspectives on Nutrition and Human Functioning
Series Editor: Dorothy J. Cattle, *University of California, Berkeley*

Perspectives in Personality: Theory, Measurement and Interpersonal Dynamics
Series Editors: Robert Hogan and Warren H. Jones, *University of Tulsa*

Research in Community and Mental Health
Series Editor: Roberta G. Simmons, *University of Minnesota*

Research in Organization Behavior
Series Editors: Barry M. Staw, *University of California–Berkeley* and L. L. Cummings, *Northwestern University*

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Respected Resources for Current Research in Psychology

1984

American Psychologist
Official journal of the APA. Reports on current issues; publishes empirical, theoretical, and practical articles. *Monthly.*

Contemporary Psychology
Critical reviews of current books, films, tapes, and other media representing a cross section of psychological literature. *Monthly.*

Journal of Abnormal Psychology
Basic research in abnormal behavior, its determinants and correlates. *Quarterly.*

Journal of Applied Psychology
Research in settings such as universities, industry, government, urban affairs, police and correctional systems, health and educational institutions. *Quarterly.*

Behavioral Neuroscience
Behavioral Neuroscience publishes research in the broad field of the biological bases of behavior, as well as occasional review and theoretical articles that make original and important contributions to the field. *Bimonthly.*

Journal of Comparative Psychology
The companion journal, *Journal of Comparative Psychology,* publishes laboratory and field studies of the behavioral patterns of various species as they relate to evolution, development, ecology, control, and functional significance. *Quarterly.*

Journal of Consulting and Clinical Psychology
Articles on techniques of diagnosis and treatment in disordered behavior, cross-cultural and demographic studies, personality studies, and case histories. *Bimonthly.*

Journal of Educational Psychology
Original investigations and theoretical articles on learning and cognition especially as they relate to teaching, and the psychological development, relationships, and adjustment of the individual. *Bimonthly.*

Psychological Bulletin
Evaluative reviews and interpretations of substantive and methodological issues in the psychological research literature. *Bimonthly.*

Journal of Counseling Psychology
Theory, research, and practice concerning counseling, emphasizing the results of empirical studies about counseling processes and interventions, and the evaluation of applications of counseling and counseling programs. *Quarterly.*

Psychological Review
Articles that make theoretical contributions to any area of scientific psychology. *Quarterly.*

Journal of Personality and Social Psychology
Original research in fields of personality and social psychology. The journal is divided into 3 independent sections: Attitudes and Social Cognition, Interpersonal Relations and Group Processes, and Personality Processes and Individual Differences. *Monthly.*

Developmental Psychology
Empirical contributions that advance knowledge and theory about human development across the lifespan and, occasionally, scholarly reviews, theoretical articles, and social policy papers. *Bimonthly.*

Professional Psychology
Articles on techniques and practices used in the application of psychology, including applications of research, standards of practice, interprofessional relations, delivery of services, and training. *Bimonthly.*

Journal of Experimental Psychology: General
Articles on experimental psychology, usually long, integrative reports of interest to all experimental psychologists. *Quarterly.*

Journal of Experimental Psychology: Learning, Memory, and Cognition
Experimental studies on fundamental encoding, transfer, memory, and cognitive processes in human behavior. *Quarterly.*

Journal of Experimental Psychology: Human Perception and Performance
Experimental studies of perception, verbal or motor performance, and related cognitive processes. *Bimonthly.*

Journal of Experimental Psychology: Animal Behavior Processes
Experimental studies on basic mechanisms of perception, learning, motivation, and performance, especially in nonhuman animals, that contribute to general behavior theory. *Quarterly.*

Psychological Abstracts
Nonevaluative summaries of the world's literature in psychology and related disciplines. Related disciplines include such areas as psychiatry, sociology, anthropology, education, pharmacology, physiology, and linguistics. About 2,300 records per issue selected from over 1,100 journals, technical reports, and monographs each year. *Monthly with annual index.*

PsycSCAN: Applied Psychology
PsycSCAN: Clinical Psychology
PsycSCAN: Developmental Psychology
Each of these quarterly publications is designed for the individual researcher and based on abstracts from a group of special subscriber-selected journals. The material is derived from the PsycINFO Database from which *Psychological Abstracts* is produced. Designed for easy scanning and to help students and professionals keep up to date in the fields selected. *Quarterly.*

PsycSCAN: LD/MR
A PsycSCAN publication containing abstracts of articles on learning disabilities, communication disorders and mental retardation. Similar in design and format to the PsycSCAN publications described above, the material is drawn from PsycINFO's total annual coverage of over 1,000 journal titles to provide a comprehensive, continuous overview of the subject matter. *Quarterly.*

Psychological Documents
(formerly *JSAS Catalog of Selected Documents in Psychology*)
Abstracts of documents available in paper or on microfiche, serving as an intermediate publication outlet between informal networks and conventional journals. All areas of psychology are included. *Semi-Annual.*

APA Monitor
Official newspaper of the APA. Reports news on the science and profession of psychology, legislative developments, current listings of employment opportunities, and professional meetings. *Monthly.*

Note: Subscriptions to all APA periodicals are on a calendar-year (January through December) basis only. Prepayment is required; back issues to January are automatically forwarded.

American Psychological Association
Subscription Department • 1200 Seventeenth Street, NW • Washington DC 20036

On Gaining Perspective

Blaine F. Peden

The most important assignment for students in my Advanced Experimental Psychology course is to propose and conduct an experiment. Many students find it difficult to select a researchable topic. Moreover, only a few students can specify the relationship between the more general psychological issues and the specifics of their experiment. I believe that students have difficulties because they lack strategies necessary to search and utilize the psychological literature.

This library assignment was devised to help students to define a broad topic of personal interest and then to narrow the topic. Students located and examined sources such as (a) Psychological Abstracts, (b) Annual Review of Psychology, (c) psychological journals, (d) hard bound series of books, and (e) text books.

There were several interesting results. First, students reported taking from 1 to 4 hours to complete the assignment. There are obvious individual differences in the student's library skills. Second, prior to this assignment about 80% of the students had no idea about a suitable research topic, whereas the remaining 20% had started to research their topic. The former group reported that this assignment helped them to define a topic and focus it, whereas the latter group indicated the assignment tended to be busy-work even though they did discover some useful references. Third, students reported having used Psychological Abstracts in other courses; however, sources such as Annual Reviews and hard bound series of books virtually were unknown to them. Fourth, no student ever had read the editorial policy of a journal and all reported that they were surprised to learn that not all journals were equally prestigious. Fifth, several students were quite angry and frustrated when they did not easily find a book. Apparently, a number of Annual Reviews of Psychology were placed "on reserve" rather than located in the stacks. It appears that these students inappropriately vented their anger at the library rather than taking steps to chase down these "missing" volumes. Finally, one student, who was interested in the general topic of marriage and family, told me this assignment had helped him to clarify his interests in this area, find several resources that would be useful in other classes, and most importantly, realize that research on this topic would not be possible in the time remaining during the semester. In short, the assignment helped him to figure out what he could not do.

My overall evaluation is that this assignment was useful for the majority of students. I plan to modify and use this assignment in future classes such as the Psychology of Motivation. I think that this assignment must be performed early in the semester, and will be most effective in conjuction with a pre-writing assignment such as an annotated bibliography.

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